Teachers' Pay and Equality

March 2016

ONLINE SURVEY AND QUALITATIVE STUDY

Longitudinal research into the impact of changes to teachers' pay on equality in schools in England

WARWICK INSTITUTE *for* EMPLOYMENT RESEARCH IER

Teachers' Pay and Equality: **Online Survey and Qualitative Study**

Longitudinal research into the impact of changes to
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March 2016

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NASUWT
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ACKNOWLEDGEMENTS

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EXECUTIVE SUMMARY

Awareness of policies related to pay and progression

- Levels of awareness of pay and progression policies were fairly low amongst the teachers surveyed, with a third of teachers reporting a lack of information and understanding. There was a high level of awareness across all stakeholder groups interviewed around the changes to pay and progression, although this varied by group (e.g., Head teachers were more aware of the changes to policies and practices). However, there seemed to be some confusion around the changes to policies and practices and what they might mean for some individuals.

Satisfaction with policies

- While relatively high levels of dissatisfaction with pay and progression policies were expressed across all groups of teachers surveyed, only a small number reported personally experiencing discrimination in the 2013/4 round of pay and performance reviews. On the other hand, the qualitative data highlighted several examples of discriminatory practices, particularly among certain groups of teachers and in certain schools. The new pay policy was thought to be divisive and the majority of participants in the interviews and focus groups thought that it had the potential to increase discrimination in the future, most particularly with regard to age but also to disability. There were also concerns expressed about unfair treatment towards part-time teachers and supply teachers.

- While the new pay and progression policies allow for greater flexibility in moving teachers up the pay range, it appears that the vast majority of teachers who were eligible for pay progression were recommended for progression, either automatically or on the basis of their performance. Despite this, only around half of the teachers surveyed believed that their performance objectives for the 2014/5 academic year were appropriate, achievable or fair, and these concerns were supported in the qualitative data. In this, academies seemed to be making changes which may or may not follow national, local authority or union guidance, and there were concerns about reduced accountability and increased favouritism within academies.

- Teachers surveyed generally reported high levels of dissatisfaction with their pay and felt undervalued, but most teachers felt secure in their jobs.

- Across a range of measures related to progression and promotion, teachers from a BME background and those with a disability or long-term illness express higher levels of dissatisfaction and access to opportunities.

- Confidence in school leadership to provide information about policies to their staff and to tackle instances of discrimination was relatively low.

Achieving progression and promotion

- Around half of the teachers who had applied for promotion in the past year had been successful. Around ten per cent of teachers had been placed on a support programme or capability proceedings during the same period.

- Access to CPD appears to be an issue across all groups, but particularly for older teachers, as well as those from a black and minority ethnic background and teachers with disabilities or long-term illnesses.

Continuing professional development

- Satisfaction with opportunities for continuing professional development (CPD) was low. Particular concerns were raised about teachers' being given time to access opportunities that met their needs and whether these opportunities were distributed fairly amongst staff.

- Education level and school size play a role in determining the CPD opportunities available in schools, but when comparing teachers in similar schools, there are differences in access to CPD reported in relation to gender, age, ethnicity and disability.

- Black and Ethnic Minority teachers and teachers with a disability or long-term illness show the highest levels of dissatisfaction when compared to comparator White teachers and those without a disability or long-term illness. Despite being the majority gender in teaching, female teachers also report lower levels of satisfaction with the CPD opportunities available to them.

- The picture in relation to age discrimination is more mixed. Teachers under 30 show the highest levels of satisfaction and access to CPD, while teachers over 50 show the lowest, but in teachers in the middle age group (30 to 49) also appear to be facing issues related to their age.

- Financial constraints appear to have limited opportunities for CPD in schools, and this, combined with limited safeguards, has made CPD a political issue in some schools, with access granted to those 'in favour' with the Head teacher and other senior leaders. This has implications for the career and leadership development of minority groups and the establishment of successful role models from these groups.

Discrimination based on protected characteristics

- Age discrimination was already evident, both among older and younger teachers: younger teachers were often kept on rolling contracts and not given a permanent position, unless the Head teacher liked them, although they were cheaper than older teachers; older teachers were being forced out because they were expensive. There were several examples of discriminatory practices, especially towards older teachers, which in many cases meant that staff would leave and take a settlement, rather than risk being put on capability. The unions said it was difficult to get staff to appeal against such decisions.

- Conversely, LGBT teachers express neither higher nor lower levels of dissatisfaction on these measures when compared to heterosexual teachers.

- Maternity leave and pre-retirement represented particular stages at which a teacher could be vulnerable to discrimination. Supply teachers and part-time teachers were also vulnerable to discrimination.

Tackling discrimination

- Despite the relatively low confidence about Head teachers' willingness to tackle discrimination effectively, around half of the interviewees reported awareness of safeguards to combat potential discrimination, a quarter reported none and a further quarter were uncertain. A number of safeguards were reported to be in place, ranging from union representation, to clear policies and practices, to a good governing body and Head teacher.

- A number of reasons determined whether safeguards worked or not, which focused on: the governing body, transparency, the role and support of the union, the Head teacher and levels of accountability.

- The role of the Head teacher in promoting equality and fairness, and safeguarding against discrimination, was seen as particularly important. However, Head teachers and others in leadership positions were the most likely to express satisfaction with the pay and progression policies in their schools, and to have achieved pay rises and to have access to CPD.

- The governing body also had a major role to play in ensuring policies were implemented consistently and fairly.

1. INTRODUCTION

The Warwick Institute for Employment Research (IER) at the University of Warwick designed a research project in order to establish a rigorous and comprehensive baseline study of the effect of the introduction of the new system for setting teachers' pay upon the working conditions and career progression of teachers who share a protected characteristic under the Equality Act (2010). The key aims of the project are to understand the effect of the changes upon teachers from disadvantaged groups, in terms of recruitment into the profession, progression and pay differentials, and to identify other issues which necessitate in-depth research.

The Department for Education (DfE) has moved to a system in which teachers' pay is determined by a differentiated performance-based progression. The School Teachers' Review Body (STRB) made proposals for changes to the pay system in its 21st report, which were broadly accepted by the Department. The pay award in September 2013 was the last time that annual pay increments were awarded to teachers based on the previous system. Schools can now make individual progression decisions, based on appraisal, and the first such decisions were made in September 2014. The new national pay structure for teachers simply sets minimum and maximum pay points for teachers on the main pay range and minimum and maximum pay for teachers on the upper pay range (Figure 1.1 below).

Figure 1.1 Proposals made for teachers pay ranges by the School Teachers' Review Body

Schools should include in their pay policies staffing structures and arrangements for appraisal- based pay progression

Classroom teachers' allowances

Classroom teachers, pay ranges

| Max £57,250 |
| **Leading Practitioner Pay Range** |
| Min £37,836 |

| Max £37,124 |
| Upper Pay Range |
| Min £34,523 |

| Max £31,868 |
| Main Pay Range |
| Min £21,804 |

| Max £12,517 |
| **TLR1** |
| Min £7,397 |

| Max £6,259 |
| **TLR2** |
| Min £2,561 |

| Max £2,525 |
| **Fixed-term TLR3** |
| Min £505 |

| Max £3,994 |
| SEN allowance |
| Min £2,022 |

Max for heads of multiple very large schools

Max £106,148

Leadership group Pay Range (broad bands linked to school size with up to 25% discretion available above the band)

Min £37,836

Teaching and learning responsibility (TLR) payments payable in addition to base pay to classroom teachers for undertaking a sustained additional responsibility.

Special education needs (SEN) allowance payable in addition to base pay to classroom teachers with SEN responsibilities

Minima and maxima based on STPCD 2013 England and Wales salary (inner and outer London and Fringe areas will have higher salaries).

Source: School Teachers' Review Body (2014) Twenty-Third Report – 2014. Cm 8813.

In 2013-14, a 1 per cent pay increase should have been given to all teachers and, in 2014-15, a 1 per cent pay increase should have been given to all teachers on the statutory minima and maxima of the pay ranges and those on the DfE's discretionary pay reference points. In 2015-16, a 1 per cent pay increase should have been given to all teachers on the minima and maxima of the main pay ranges apart from those on the maximum of the main pay range (who received 2 per cent) and those on the maxima of the eight headteacher group pay ranges (who received no pay increase). In its 2013 report, the STRB recommended that higher pay rates in Inner and Outer London and areas neighbouring Greater London be retained. The DfE advice to schools in the 2013 School Teachers' Pay and Conditions Document (STPCD) recommends that schools establish systems to differentiate between teachers. It suggests that teachers should only progress if they have been judged to be at least 'good' and that schools might differentiate between teachers who receive the same judgement on other criteria (e.g. how challenging were the objectives they met). The document provided model pay policies for schools upon which they could base their teacher assessment policies.

1.1 Building a baseline of evidence on the experiences of chage to pay policies and practices

In order to produce a thorough understanding of the pattern of pay differentials, the processes by which teachers' careers are managed within schools, and the concerns of teachers about the potential effects of the new system upon their careers and earnings, will be explored. This baseline study aims to:

- analyse patterns of teachers' pay and career progression, taking into account factors such as age, gender, ethnic background, disability and type of school;
- identify any evidence of discrimination or potential discrimination towards particular sections of the teaching workforce; and
- identify the perceptions of teachers and school managers concerning the differentials identified and the existence of discriminatory practices.

This part of the overall research project comprises two elements:

1. An online survey to provide information about the processes by which teachers' pay is set, focusing on pay determination systems set by individual schools and the experience of these by individual teachers; and
2. A qualitative study that has been conducted sequentially to allow the accumulation of evidence from key stakeholders, providing a broad-ranging picture of what is happening in practice around teachers' pay across England.

The earlier elements of the baseline study included a comprehensive review of evidence on the impact of pay arrangements on teachers and quantitative data analysis of a range of statistical sources to describe the patterns of advantage and disadvantage for teachers. For other related reports from the baseline study, please see the Literature Review (WP1) and the final report from the quantitative element of the study (WP2).

The broad aim of the longitudinal tracking element of this project is to identify and examine the patterns and changes that occur over time in relation to teachers' pay and progression, and to link these patterns to changes in policies and practices within schools.

1.2 Report structure

The report begins with an outline of the methodology employed for this phase of the overall research project and includes details of sampling methods for the qualitative study and response rates to the survey. This section (Section 2) also gives anonymised details of the final achieved samples for both the online survey, the focus groups and the stakeholder interviews.

Section 3 reports on findings relating to pay and progression, which include awareness of the new policy and procedures, levels of transparency in communicating the changes to staff, perceptions of fairness in pay and progression, with further details on promotion, progression and capability proceedings. This section includes data from both the online survey and the qualitative study. Following this, Section 4 discusses equality in access to continuing professional development opportunities using data from the online survey.

Section 5 focuses upon experiences of equality and discrimination by particular protected characteristics, namely gender, age, disability and ethnicity. There are also additional findings relating to maternity leave, pre-retirement and type of school, as well as contractual status (i.e., part-time teachers and supply teachers) and subject taught. Both the online survey and the qualitative data findings are included.

The next section (Section 6) describes the findings on questions relating to safeguards in schools to combat discrimination and whether any such safeguards are effective. Suggestions are also given for safeguards which could exist in the future.

Section 7 provides conclusions to the report.

2. METHODOLOGY

The online survey and qualitative study were designed to provide information on the processes by which teachers' pay is set and teachers' own experiences of these changes. This section details the different methodologies adopted to address the research requirements.

2.1 Online survey

An online survey was designed to collect data on the immediate impact of the 2013 agreements on pay and progression. It also acts as a baseline survey against which subsequent waves of the longitudinal study can be compared. Collection of baseline data is key to the success of a longitudinal study. It is important that there is sufficient depth and breadth in the data collected and subjects covered that baseline data remains applicable and useful throughout the life of the longitudinal study, especially in light of the rapidly changing policy climate surrounding school pay and conditions. However, it is also important that completion of the survey is not so onerous that the potential participant fails to complete the survey or is discouraged from further participation.

The online survey covered the following topics:

- personal characteristics, including age, gender, ethnicity, long-term illness and disability;
- retrospective data on the participant's employment history and qualifications to date;
- data on their current employment context, including: the size and type of school in which they teach, i.e. primary/secondary; academy (chain, standalone)/Local Authority/voluntary aided; grade and related questions on job role and responsibilities; subject(s), including whether the respondent is, for example, a qualified SEN or EAL teacher; length of service; QTS status; details, where known, about OFSTED rating, pupil progression and behaviour;
- data on pay levels, including information on part-time working and fractional contracts, discretionary payments and non-consolidated performance rewards, non-pay benefits and whether the respondent has been transferred from a maintained school to an academy;
- professional development activities, including what CPD activities have been undertaken, who proposed such activities and whether they are specifically linked to pay progression;
- knowledge of and views about school (and/or national as applicable) policies and practices on: recruitment, retention and progression, training and professional development, pay and performance management, pupil admissions and exclusions;
- views about transparency of decision-making processes within their school;
- views about (and potentially experience of) discrimination and the policies and practices designed to prevent discrimination and reduce inequalities;
- how they would personally describe the factors that affect levels of pay progression in their schools;
- various types of contact information such as address details, telephone numbers and/or secondary email addresses were collected from participants to maximise, as far as possible, re-contact of previous participants to invite participation in subsequent waves.

The full questionnaire is in Appendix 1 of this report.

In total, 7,699 NASUWT teacher and school leader members took part in the online survey. Data were analysed using SPSS to identify patterns and relationships between policies, practices and activities and pay and progression.

2.2 Qualitative study

The qualitative study was conducted sequentially, allowing us to build up – and learn from – the accumulating evidence. For example, the data gathered from the focus groups provided a broad-ranging picture of what is happening across the country. Based on this evidence, we were able to design the interview topic guides with more targeted questions, focusing upon the issues which were highlighted as most important.

2.2.1 Focus groups

After early discussions with the NASUWT, it was decided that the series of focus groups should be conducted during the equality consultation conferences. Although the majority of the focus groups were located within one region, due to the location of the conferences, focus group participants were drawn from schools across the country, thereby ensuring a more representative sample.

The research team members were greatly assisted by the NASUWT in approaching potential participants. The research team developed an introductory email, which was sent out by the NASUWT to relevant members before the conferences, giving details of the research, what the focus groups would be discussing and how they could sign up. The NASUWT also

helped in briefing participants upon arrival at the conference venue, including arranging for publicity materials to advertise the focus groups at the conference and booking suitable rooms for the groups to take place. The researchers were present during the registration period for all conferences and recruited participants as they were signing up, alongside any who had already signed up via the email communication (recruiting participants at the registration desk proved to be the most fruitful way of signing up participants as they could meet the researchers and could ask any questions about the research beforehand). Some of those who were unable to attend a focus group agreed to be interviewed by telephone at a later time. All of those who did not wish to participate were asked if they would be happy to be contacted for a later telephone interview and a separate sign-up sheet was used for this purpose. No members were coerced into participating, and in some cases, participants signed up for the focus groups but did not attend.

The focus groups typically took place either before the conference dinner on the first evening, or at lunchtime on the second day, in between sessions. Refreshments were provided for all participants attending the focus groups. Two experienced researchers were involved in all the focus groups, to help with the organisation and to avoid any sound quality issues (the focus groups were digitally recorded, if all participants agreed). Extensive notes were also taken, both at the time of the focus groups by one of the researchers and afterwards, following discussions between the participating researchers. All participants were asked to complete a short demographic questionnaire and sign a consent form upon arrival in the room and were asked to introduce themselves for the tape (either with their own name or with a pseudonym, so that the researchers could recognise individual voices when playing back the recording).

The focus group topic guide was designed to gauge participants' views on changes to the setting of pay levels and pay progression of teachers; any evidence of good practice emerging from schools to tackle inequalities and create a high level of transparency, openness and fairness; any positive and negative experiences of policies and practices affecting teachers' pay progression; views on the future of such policies and suggestions for change. Questions were limited in order to allow participants to speak freely, although certain probes were used to ensure that they remained focused on those areas of greatest interest to the NASUWT. For copies of topic guides, see Appendix 2.

To reflect the resolution at annual conference on the need to collect data on the extent of age discrimination in education, we conducted a separate focus group with female teachers[1] aged over 50, although all focus groups included questions about potential discrimination, including age-related issues. The older teachers' focus group focused specifically on the perceived extent of age discrimination in participants' workplaces, any specific examples of discrimination in practice and how this affected the longer-term employment and promotion prospects of the older teachers, and the perceptions and specific experiences of older teachers being singled out for redundancy or subjected unfairly to capability procedures.

All personal data from the focus groups and from the interview sign-up sheets was collected and stored securely by the researchers. This data was only accessible to the research team and will be destroyed at the end of the project. Any verbatim quotes included in this report and any other publications arising from the research are designed to ensure anonymity for the participants.

2.2.2 Stakeholder interviews

A sampling framework was designed to ensure that the telephone interviews were as representative as possible, reflecting regional differences in union membership. Targeted stakeholders were discussed with NASUWT project managers and included representatives of local authorities from around the country; union representatives from a variety of schools such as academies, religious schools, community schools; non-teacher members such as those overseeing discussions over pay; local association representatives; classroom teachers; Head teachers and school leaders; school governors and others. Efforts were made to cover all regions within England, although some regions were better represented than others.

Two topic guides were designed (one for Head teachers and school leaders and one for all other participants). Questions in both guides focused upon:

- any changes to policies and practices (at LA or school level) relating to the pay and progression of teachers;
- the level of openness about such policies and practices;
- any evidence of discrimination arising from the new policies;
- experiences and concerns about how such policies and practices operate;
- any evidence of safeguards to combat any potential discrimination and suggestions for new or additional safeguards.

The interviews were designed to last around 20 minutes (although some took longer), ensuring a good response, and all were digitally recorded if the participant agreed. Extensive interview notes were also taken at the time of the interview and further notes were written up afterwards. The interviews followed a semi-structured design.

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[1] This focus group was conducted at the women's conference, therefore excluding older male teachers, but we included questions relating to age discrimination for all teachers in the other focus groups and in the stakeholder interviews.

2.2.3 Qualitative data analysis

All in-depth interview and focus group data was analysed using a framework approach (Ritchie & Spencer, 1994[2]). Data was coded and analysed according to the main themes that emerge. The team developed an agreed coding procedure and each interviewer engaged in the data analysis. The coding and analysis was cross-checked by another member of the research team in order to maintain inter-coder reliability. Comprehensive Excel spreadsheets were designed to incorporate all key summary information, highlighting data commonalities as well as important differences within and between respondents. The findings were discussed by at least two of the researchers experienced in qualitative research methods to ensure consistency.

2.3 Participants

2.3.1 Survey participants

Overall, 7,699 people responded to the survey, of whom 7619 had been employed as a teacher in the past year. Of those who had been employed as a teacher in the past year, 81 per cent were currently working full-time as a teacher and 18 per cent were currently working part-time as a teacher.

A detailed breakdown of the respondents' personal and job characteristics is provided in Appendix 3. In summary:

- 70 per cent of respondents were female, 30 per cent male
- Over half were aged 30 to 50, a quarter were aged over 50, and 15 per cent were under 30.
- Over four fifths of survey respondents were White British. The largest non-white ethnic group were those of Indian ethnicity, who comprised just over one per cent of the sample.
- Just over a third of the sample had no religion, while 60 per cent were Christian and the largest minority religious group were Muslims, again accounting for around one per cent of the sample.
- 90 per cent of respondents reported that they were heterosexual, almost four per cent that they were LGBT. Six per cent preferred not to declare their sexuality.
- Just over three per cent reported that they had a disability or long-term illness that affected their work. Of those with a disability or long-term illness, just over a third reported having a long-term illness and just under a third reported that they had mental health issues.

Looking at job characteristics:

- Over half of respondents were currently employed in a secondary school, around a quarter in a primary school and just over ten per cent in a special school, pupil referral unit or other type of school.
- The proportion of the sample employed in LEA schools (Community or foundation schools or PRUs) and the proportion employed in academies or free schools is similar, both at just over 40 per cent, while 11 per cent were employed in voluntary aided or controlled schools.
- Half the teachers surveyed were classroom teachers, split roughly equally between those on the main pay range and those on the upper pay range Around 40 per cent held middle or senior leadership positions in their school and three per cent were NQTs. Three per cent of those who responded to the survey were supply teachers.
- Around a third of respondents taught a core subject, defined as English, Maths or Science (sometimes in addition to one or more non-core subjects), a third taught only one or more non-core subjects and a third (predominantly primary school teachers, but also including some teachers on pupils with special support needs) taught a broad range of subjects.
- Almost 60 per cent had been working as a teacher for at least ten years, while 12 per cent had been working as a teacher for less than three years.

2.3.2 Focus group participants

A total of 5 focus groups were held at various conferences between the end of 2014 and early 2015. Two were held at the women teachers' conference (one with older women and one with younger women); one was held at the BME teachers' conference, one at the LGBT teachers' conference and one at the disabled teachers' conference. In total, 37 participants took part in the focus groups (see Table 2.2 for more details of participants). A range of job titles were reported by focus group participants including: home tutors, qualified teacher, supply teacher, NQT, coordinators, heads of department, plus assistant and deputy head teachers. A small number of teachers reported a disability.

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[2] Ritchie, J. and Spencer, L. (1994). Qualitative data analysis for applied policy research. In A. Bryman and R.G. Burgess (eds.) Analysing Qualitative Data (pp.305-29). London: Routledge.

Table 2.2 Summary of focus group participants

Age	Less than 25 years	1		Region	North West	4
	25-34 years	5			South East	5
	35-44 years	3			South West	1
	45-49 years	4			West Midlands	10
	50 years plus	15			Wales	3
	Other/Undisclosed	9			Other/Undisclosed	7
Marital status	Divorced	4		Length of service	0-5 years	8
	Married, civil partnership, cohabiting	17			6-10 years	6
					11-15 years	5
	Single	14			16-20 years	5
	Other/Undisclosed	2			21-25 years	5
Children	Yes	17			26 years plus	4
	No	17			Other/Undisclosed	4
	Other/Undisclosed	3		School type	Academy school	12
Ethnicity	White	23			Church, voluntary aided/ maintained school	4
	Black/African/Caribbean background	9			College, sixth form, vocational training centre	5
	Asian	2			Community school	5
	Other/Undisclosed	3			State	2
Region	East	2			Other/Undisclosed	9
	East Midlands	1				
	Greater London	4				
	North East	0				

2.3.3 Stakeholder interview participants

The sampling framework was agreed with the NASUWT before efforts were made to recruit participants for the stakeholder interviews. The union assisted in this process, sending emails and other communications on behalf of the research team, which led to a greater number of participants. Other participants were recruited using the sign-up interview sheets from the equality conferences and from participants in the on-line survey. It was hoped that relatively equal numbers of stakeholders would be recruited per region, but despite all efforts, this was not the case. Table 6 shows that a greater number of stakeholders were recruited in Greater London, the North-West, the West Midlands and the South-East, whereas fewer were recruited in the South-West and Yorkshire and Humberside. Nevertheless, a broad range of participants agreed to be interviewed, including 3 Local Authority managers, 11 union rep teachers, 8 non-teaching union staff (which included full-time union staff and retired teachers), 14 Head teachers or school leaders, one school governor and 12 other teachers (which included several younger teachers recruited from the sign-up sheets at the conferences). In total, 49 interviews were conducted.

Table 2.3 Stakeholder interview framework and achieved sample

	North East	Yorks and Humber	North West	East Midlands	West Midlands	East	South East	South West	Greater London	Total
Teacher		1	2	1	3	2			3	12
Teacher and Union rep	2		2	1	1		2	1	2	11
Head teacher/school leader	1	2	1	1	2	1	2	1	3	14
Union staff (not teachers)	2			1		2	1	1	1	8
Other stakeholders (e.g., LA rep)			1					1	1	3
School governor							1			1
Total no.	5	3	6	4	6	5	6	4	10	49

3. PAY AND PROGRESSION

Section three of this report focuses on awareness of pay and progression policies and the impact these policies have had on individuals and schools. This is followed by a sub-section looking specifically at experiences of pay progression and performance management. The final sub-section examines experiences of applying for promotion. Both survey and qualitative data are included.

- Survey respondents were asked a series of questions about pay and progression in their schools. These questions focused on:
- knowledge of pay and progression policies, and in particular the changes to the national pay system agreed in 2013;
- views on the appropriateness, achievability and fairness of the performance objectives set in the 2014/15 school year;
- distribution of the 1 per cent cost of living award in 2015;
- eligibility for progression up the pay range and/or promotion in the 2014/15 academic year and whether those eligible had progressed or been promoted.

3.1 Awareness and impact of changes to pay and progression policies and practices

Overall, 41 per cent of survey respondents said that the changes to the national pay system agreed in 2013 had an impact on how pay is determined in their school. Twelve per cent said that they thought the changes had not had an impact and 45 per cent said that they did not know whether the changes had an impact. As has been noted, 2014 was the first year of the new system, under which schools could make individual decisions about pay progression based on appraisal. However, it is clear from stakeholder interviews that adoption of this new system has been patchy. Interviews with Head teachers and Local Authority representatives show that some schools have continued using the principles of the previous system, at least in the short-term, others have adopted some elements of the appraisal process but not others or, for example, apply the principles of the new system to teachers on the main pay range but not those on the upper pay range, while other schools have fully transitioned to the new system. It is likely that the impact will be felt more acutely in the follow-up stages of the research.

Female teachers, teachers over 50 and white teachers were the least likely to say that the changes had an impact in their school, although this may reflect a general lack of awareness of the impact of the new policies (see Figures 3.1, 3.2 and 3.3, which suggest a relatively low level of awareness and understanding of the policies and their potential impact).

There was little difference between teachers in academy and LEA schools in terms of their knowledge of policies, which suggests that the issues raised later in this report about the flexibility afforded to academies to make their own policies concerning pay and progression, and the lack of safeguards that exist in these schools, are related more to the application of policies than to their existence or otherwise.

In assessing whether teachers perceive discrimination, or the potential for discrimination, stemming from policy changes, it is important to determine how far teachers are aware of and understand the changes, both at the conceptual level and as they are implemented in their schools. The qualitative research showed that one of the key safeguards against discriminatory practice in pay and progression concerned transparency - teachers should be aware of the pay and progression policies in their schools and of the outcome of decisions regarding pay and progression (see also Section 5). This knowledge would allow them to compare their treatment with that of their colleagues and to challenge perceived unfairness of outcome.

Figure 3.1 shows the proportions of teachers who thought that they had been informed about the policies and procedures for making decisions about their own pay and progression. Overall, 59 per cent of survey respondents agreed to some extent (selected 'strongly agree' or 'agree') that they had been told about policies and procedures, while a quarter disagreed to some extent (selected 'disagree' or 'strongly disagree').

Figure 3.1 'I have been told about the policies and procedures for making decisions about my pay and progression' by protected characteristics
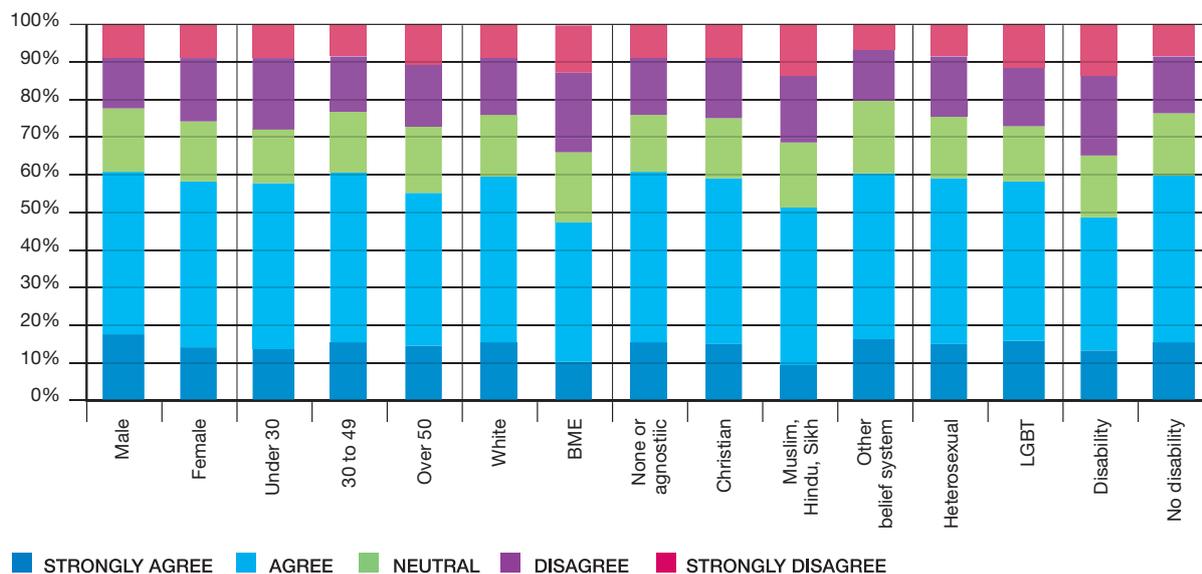
STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE

Source: Survey of NASUWT teacher members who had been employed as a teacher in the past year

As the Figure shows, age, sexuality and religion appear to be unrelated to knowledge of policies and procedures, but female teachers, BME teachers and teachers with a disability or long-term illness are all less likely to agree that they have been told about the policies and procedures for making decisions about their pay and progression. As would be expected, teachers in leadership positions, who are more likely to be in the over 50 group, are significantly more likely than those not in leadership positions to say that they have been told about policies and procedures. A total of 97 per cent of Head Teachers and 78 per cent of Deputy or Assistant Head Teachers agreed to some extent that they had been told about policies and procedures, but this falls to 55 per cent of classroom teachers on the main pay range and for NQTs the figure is just 25 per cent.

When looking at school type, knowledge of pay and progression policies increases as school size increases, which is likely to reflect the need to codify policies in larger schools, rather than relying on word-of-mouth, as may be possible in smaller schools. Women are over-represented in smaller schools – around 40 per cent of female teachers sampled teach in school with fewer than 25 teachers, compared to around 20 per cent of male teachers. Conversely, a third of the male teachers in the survey were working in schools with more than 75 teachers, compared to just over 20 per cent of the female teachers. This reflects, in part, the larger proportion of female teachers who are working in primary schools. However, teachers from a BME background are also over-represented in large schools, but nonetheless report lower levels of knowledge about pay and progression policies.

Interview participants were asked how changes in policy were communicated to teachers, and their responses highlight the challenges faced by teachers in smaller schools, which are more likely to lack a union representative or a specific HR representative, for example. Participants reported that the following methods had been used to communicate changes:

- a detailed document that had been made available to staff either electronically (by email, on shared drive or on VLE) or in hard copy;
- HR newsletter;
- a union representative within the school was responsible for communicating policy and changes;
- local authority briefings to school governing bodies; and
- seminars held by the union.

Policies and practices were variously found to be communicated by union representatives, Head teachers and school managers/leaders in staff meetings.

In terms of consultation, around half of interview participants reported that the process had been open and transparent, with both the union and teachers involved in the consultation process. A lack of transparency and openness in the consultation process was reported by just under half of interviewees. Teachers who were also union representatives were more likely than other teachers to report that there had been a process of consultation with regard to changes in pay

policies and practices. One reported that the teachers in his school were clear on how pay was linked to progression, but that they had no information on the pay cap and the impact on their salary levels (Teacher and union representative, male, Greater London).

Knowledge is also higher in schools that were graded 'outstanding' in their latest OFSTED inspection and lower in schools rated in one of the two 'inadequate' categories - either schools with significant weaknesses or those in special measures. Over a third of teachers working in a school graded 'inadequate' said that they had not been told about the policies and procedures for making decisions about their pay and progression. In part, this may reflect uncertainty around an element of the new policies that refers to the flexibility afforded to schools to reward teachers working in difficult circumstances, even if they achieve the same objective grading for their performance, meaning that for teachers working in challenging schools, assessment must be made not only of their teaching and associated activities, but of the environment in which they teach. This is likely to have a greater affect in teachers with a disability or long-term illness, as they are twice as likely as teachers without a long-term illness or disability to be working in a school assessed as 'inadequate'. Twelve per cent of the teachers with a long-term illness or disability in the survey were working in a school judged 'inadequate', compared with six per cent of teachers without a long-term illness or disability. Along other equality measures, there is no significant difference in the distribution of teachers with a protected characteristic and those without with regard to the gradings of the schools they teach in.

Teachers were also asked whether they understood how their pay and performance will be reviewed. Overall, 61 per cent agreed to some extent that they understood, while 23 per cent disagreed to some extent.

Figure 3.2 'I understand how my pay and performance will be reviewed' by protected characteristics
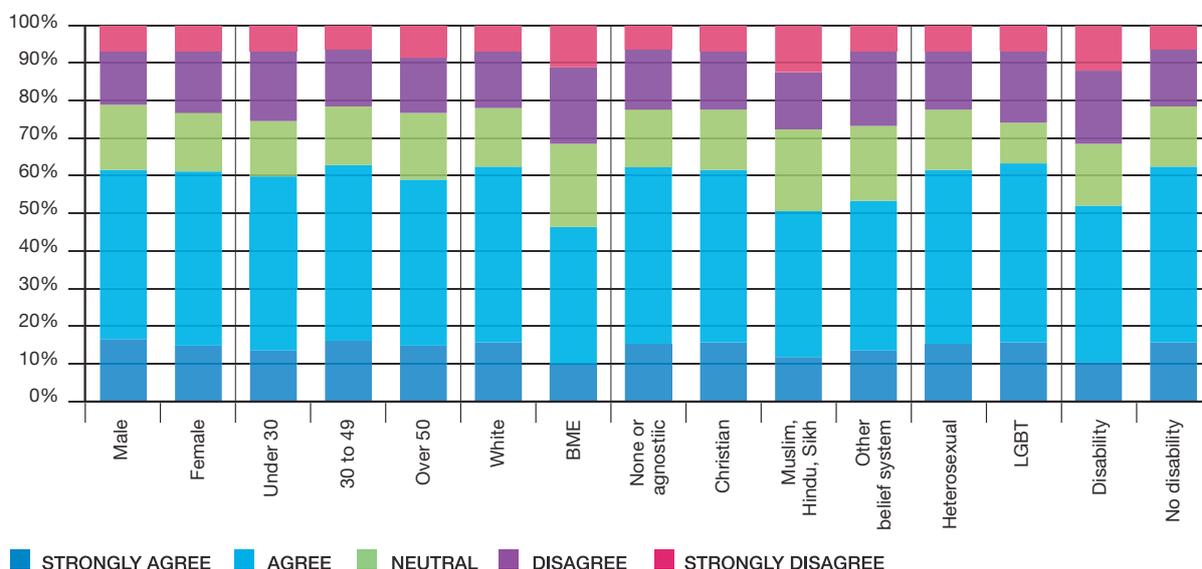
Source: Survey of NASUWT teacher members who had been employed as a teacher in the past year

As would be expected, a similar pattern to the previous question can be observed when looking at the proportions of teachers who understand how their pay and performance will be reviewed. Teachers from a BME background and those with a disability report lower levels of understanding and, with the exception of age, a higher proportion of teachers with each protected characteristic disagree that they understand how their pay and performance will be reviewed. Almost all (95 per cent) of Head teachers agreed to some extent that they understood how their pay and performance will be reviewed, but the proportion drops dramatically below Head teacher level, particularly when looking at the proportion of teachers who strongly agreed that they understood. The figure for Head teachers is 84 per cent, but falls to 38 per cent amongst Deputy and Assistant Head teachers (although the overall proportion agreeing amongst this group is 81 per cent). NQTs are the least likely to agree that they understand how their pay and performance will be reviewed, with less than a third agreeing to some extent that they understood.

Teachers were also asked specifically about whether they understood how the changes to the national pay system agreed in 2013 would affect them. At the time of the survey, many teachers were reflecting on a hypothetical situation, as changes had not yet been implemented in their school. Overall, under half of those surveyed (44 per cent) agreed to some extent that they understood how the changes agreed in 2013 affected them, while 31 per cent disagreed to some extent. There is clearly a lack of information available to teachers currently.

Figure 3.3 'I understand how the changes to the national pay system agreed in 2013 affect me' by protected characteristics
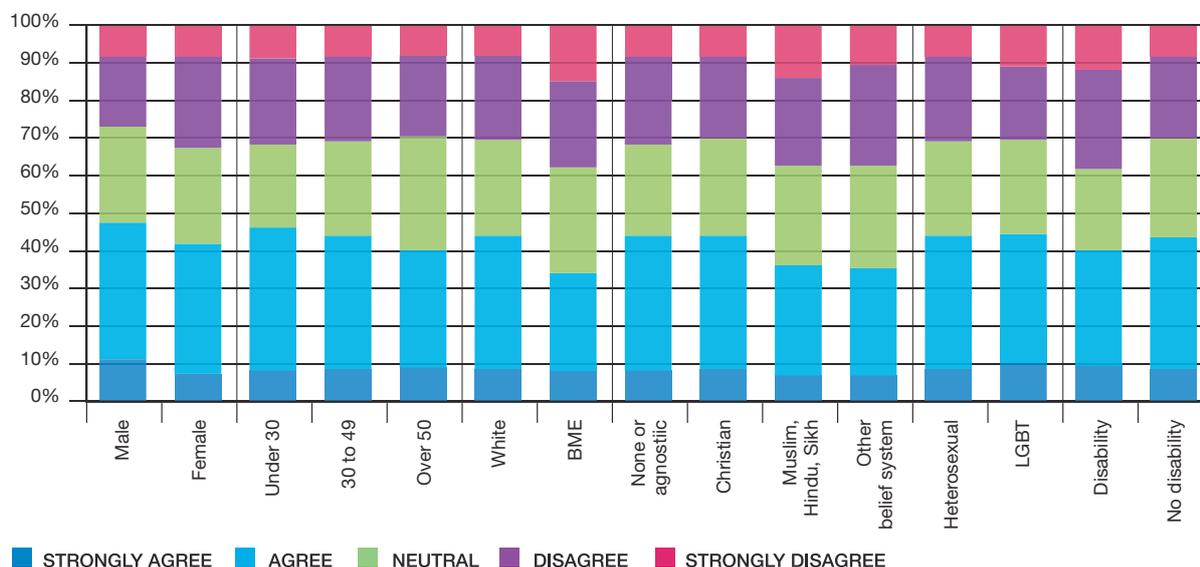
Source: Survey of NASUWT teacher members who had been employed as a teacher in the past year

As with the previous questions concerning knowledge of policies and procedures affecting teachers, teachers from a BME background and those with a disability report lower levels of understanding than their majority comparator groups. There are also differences by gender, with women reporting lower levels of understanding than men, and by job title, with Head teachers reporting the highest levels of understanding and teachers at lower grades reporting lower levels of understanding (the proportion of NQTs saying that they understood how changes would affect them is particularly low).

Finally, respondents were asked whether they were allowed to discuss their pay with their colleagues. Agreement that they were allowed to do so does not necessarily mean that teachers will discuss their pay with colleagues, and indeed, the qualitative research shows that there is a certain reluctance to do this, but it does provide an indication of how transparent schools are willing to be about the outcomes of decisions on pay and progression. Half of the teachers surveyed reported that they were allowed to discuss their pay with colleagues, while 15 per cent said that they were not allowed and 35 per cent simply did not know whether they were allowed to or not, suggesting that they had not considered doing so, regardless of whether it was officially 'allowed'. There was no clear pattern by school type (primary/secondary, LEA/academy) or by OFSTED grading when looking at the likelihood that a teacher would say that they are not allowed to discuss their pay with colleagues.

The qualitative research similarly asked about levels of awareness of the changes: for example, the initial part of the stakeholder interviews focussed on whether participants were aware of any changes as yet to the policies and practices within their local schools or their own school. Participants were encouraged to talk about the changes and, where no change had taken place, they were asked about potential changes in the future.

Table 3.1: Awareness of changes to policies and practices (stakeholder interviews)

Participant	Yes	No	Uncertain	Total
Head teachers/leaders/governor	12	3	0	15
Teachers	5	2	5	12
Teachers (also union rep)	8	2	1	11
Union staff	7	0	1	8
Other stakeholders	3	0	0	3
Total	35	7	7	49

Almost three quarters of the participants were aware of changes to the pay policies and practices, although there were differences by type of participant. Only 5/12 teachers (who were not union reps) were aware of the changes, compared with 12/15 of Head teachers and school leaders, 7/8 of the union staff and 8/11 teachers who were also union reps. All three other stakeholders interviewed were aware of changes to policy and practice and were more likely to quote national guidance from the Department for Education and how their local policy had changed as a result of this guidance. These three stakeholders were in positions where they held some responsibility for matters related to teachers' pay.

As with the survey findings, NQTs were more likely to be unaware or uncertain of any changes to policies and practices within their school. Uncertainty ranged from not knowing whether the policy had changed, what those changes meant, whether it had been implemented or where to find out whether there had been changes in their schools. Overall, teachers were experiencing some confusion around the changes to policies and practices relating to pay. One teacher said *'nobody seems to know what they are doing'* (Teacher and union representative, male, Greater London). He noted that there were a number of different pay policies, which has led to some confusion about which to use. For example, the borough policy has been adopted by community schools but the Academy has a different policy. As a union rep, he was involved in a pay appeal in which the 2013 pay policy was being used by the Head teacher as the school was unaware of the 2014 policy. Several teachers reported that changes were unclear, had not been explained, or that the onus was on them to find out about eligibility for progression.

Generally, there was awareness that there is now no automatic progression, that the pay policy can be set by the Head teacher and/or governing body and that pay is linked to performance, which for some was seen to be all about targets. Current pay and progression policies and practices in schools were variously reported:

- Schools adopting national guidance and not following union guidance;
- Schools continuing as they have always done or making minor changes to policies;
- Schools following local authority guidelines, which more or less follow national guidance.

Academies were reportedly making changes which may or may not have followed national, local authority or union guidance. The majority of teachers from academies reported that their schools were in the process of negotiating (or had negotiated) pay and progression policies with the unions, however.

In one school, the union played a key role in securing pay progression for the teachers. For instance, one teacher reported that all teachers within her school were initially refused pay progression in November 2014 (Teacher and union representative, North East). However, it was found that as the pay policy adopted by the school had not been agreed by the union and the proper procedure not followed, pay progression for all was then approved.

Worryingly, a recurring theme across the interviews and focus groups was the increased work loads of teachers and how this was linked to pay progression. Those new to the profession took on more responsibilities to try and secure their position and achieve pay progression. Older teachers reported that they had taken on more responsibilities as they had been told that they no longer met the criteria to be on the UPS. Similarly, one teacher, who was also a union representative, had identified problems with the UPS and that Head teachers were using the new policy to get teachers on UPS to do more work in order to get the pay increase. He reported that many teachers now no longer wanted to go for UPS, as this will mean their Head teacher will then ask them to take on more work and responsibilities (Teacher and union representative, Greater London).

CASE STUDY – OPEN AND TRANSPARENT PRACTICE

(Governor, female, South East)

One school governor reported on how the changes to the policies and practices around pay had been developed and implemented. It was reported that the pay arrangements between the two schools, for which she is governor, were very similar.

She explained that when the Department of Education (DfE) policy came out a couple of years ago, it was adopted within both schools – pay is linked to performance in a very explicit way. The schools adopted the principles of how pay progression would be awarded and based on teacher observations and compliance with the DfE standards. This corresponded with the governing body's interpretation of the DfE standards. She noted that the school policy was done very deliberately, stating what a teacher needs to do in order to a get a one-point rise, a two-point rise or a three-point rise. She was clear that they did not want the policy to be used in a 'divisive way' and that it was important to support and encourage excellence. She stated that the previous pay policy had been rigid and the schools were unable to award more than two points, so the new policy was considered more flexible. The new policy was set to award three points to ensure that those teachers with exceptional performance would be rewarded and, where staff have performed to that standard, the three point pay award has been implemented. She said this helped "to recognise the contributions of teachers". Therefore, pay is linked to performance and this is supported by a pay and appraisal policy.

It was believed that *"the policy is very clear and explicit for teachers, so it is very detailed. Everyone understands the policy".* They did not want *"accusations of subjectivity or favouritism".* Everyone was consulted and given the opportunity to contribute to the whole process. The school set up a working party, including the chair of school governors, governors, union representatives and teachers, to discuss the proposed policy.

"We did it the right way. We knew we had to impose it [DfE policy], but tried to do it in a collegiate way so that people felt that they were part of the process".

The policy was emailed to staff and presented at a staff forum, enabling them to raise any questions and concerns. The school union representative on the working party spoke to union members to ensure that they were aware of the process. The school governor considered that the process was done in *"the most open way possible".*

Teachers were more likely than other interview participants to report that there may have been a consultation process on the new policies, but that they had little influence on amending the policy or the outcome. This may suggest that negotiations are not being clearly communicated by those involved in the discussions. There was no clear picture regarding transparency within the interviews, with various teachers from Academies, primary, secondary and specialist schools all reporting that there had been no consultation and no transparency in the process. Union staff also reported that there had been no consultations undertaken by schools around the changes to pay. One Deputy Head reported that there had been no consultation around the changes, but that the union guidance on pay had been adopted (School leader, female, South East). Union representatives were unsure of the level of understanding of teachers, whilst others believed that teachers did not ask enough questions. Much evidence from interviewees suggests that policy changes are complicated and that the criteria for assessment are unclear.

At a local level, mixed practice was found in terms of the development and implementation of new policies and practices around pay. A small number reported that there had been some consultation, but that it had not always been transparent, as it was undertaken by others. Change was noted to be positive in schools with a good Head teacher (as defined by the participant) and strong union representation. One union representative believed that teachers often did not notice that there had been any changes until their pay progression had been denied and it was at this point that they would contact the union for advice (Union staff, male, East of England). Again, this suggests that there needs to be a clear process of communicating and reporting on consultations and negotiations between teachers and union representatives.

CASE STUDY – POOR PRACTICE

(Teacher and union representative, male, East Midlands)

One teacher, who was also the union representative of his school, spoke of how the changes to the pay policy and practices in his school had been mishandled, causing stress and anxiety within the school. The Head teacher had agreed with staff that the changes to pay would be based on the union guidance. However, the school governing body rejected the policy and it was felt that they had tried to make the pay policy more punitive. The interviewee reported that it was widely believed that the governing body had taken away the Head teacher's power to negotiate with teachers and as a result he then resigned.

A new policy was introduced in summer 2014 and used in October 2014, based on the STRB guidance. However, the union representation and other staff were unhappy as the policy went against what was negotiated with the ex-Head teacher. The new policy was considered punitive, as the transition to capability is much faster than in the original policy. Whereas increments from M1 to M6 had been automatic in the past (subject to satisfactory performance), teachers would no longer be assured an increment in the new policy and this would instead be undertaken by performance management. The interviewee said that the pay increment was no longer based on appraiser recommendation, but rather on more stringent criteria. The school governing body was reported to have taken the view that those on UPS3 need to be *'exceeding professional standards'.* The teachers have negotiated that those who were not meeting or exceeding standards should be given help and support, so if targets were not to be met in the following October there would be no surprises.

He and the other teachers in his school were concerned that the previous policy set clear deadlines when teachers would be made aware of their annual pay, but current policy failed to do this. He reported that all teachers who were eligible for a pay rise received it, apart from one, however. In addition, all of those at the top of the scale were unaffected, including those on M1, M2, M3 and UPS1-3.

3.3 Perceptions of fairness in pay and progression

Having considered how much knowledge teachers had about pay and progression policies, the survey went on to assess these policies in terms of how fair and 'good' they were considered to be. Overall, just a quarter of teachers agreed to some extent that the current pay system in their school was 'good', 54 per cent thought that they had been treated fairly in the 2014/15 academic year pay review, 8 per cent thought that they had been discriminated against in the pay review and under a third (31 per cent) thought that they had been properly rewarded for their performance.

Figure 3.4 'I think the current pay system in my school is good' by protected characteristics
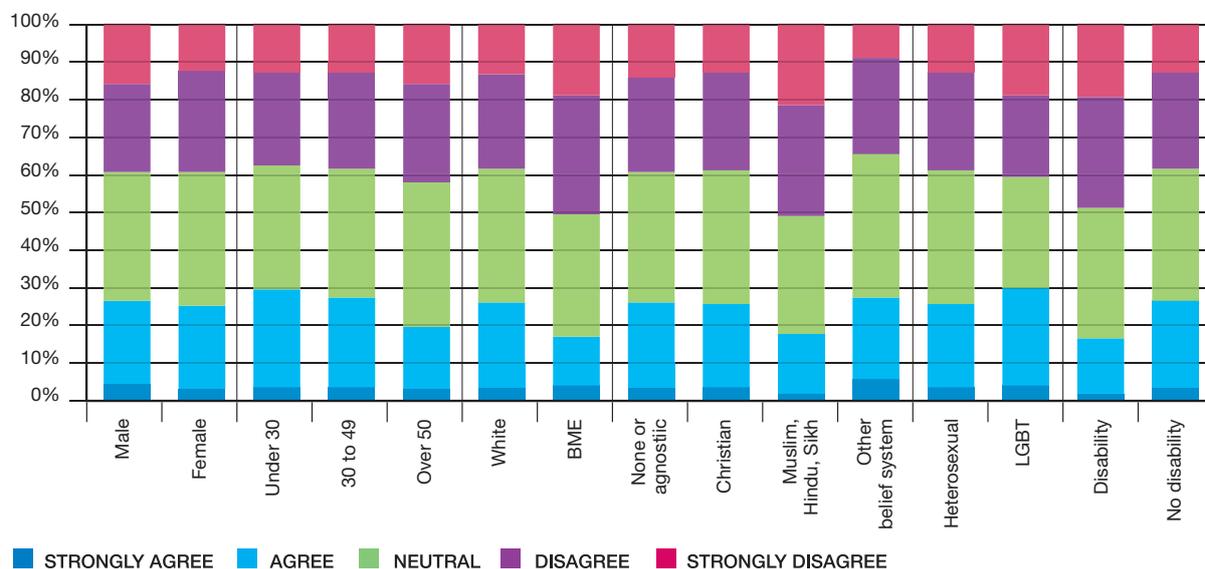
Source: Survey of NASUWT teacher members who had been employed as a teacher in the past year

Figure 3.4 shows respondents' assessments of whether the current pay system in their schools is good. As can be seen, a significant proportion of teachers hold a neutral opinion about the pay system in their school, possibility, in some cases, reflecting their lack of knowledge of it and how it has impacted on different teachers in their school. Continuing the pattern identified in the previous sub-section, teachers from a BME background and those with a disability or long-term illness report lower levels of satisfaction with the systems in their schools. Over half of the Muslim teachers in the survey disagreed to some extent that the current pay system in their school is good, but this is a small group and care must be taken when interpreting this result, particularly as there is a high level of overlap between teachers in this category and those in the BME category. Teachers in secondary schools were more likely than those in primary schools to disagree to some extent that the system in their school is fair (32 per cent of primary school teachers, compared to 37 per cent of secondary school teachers). Similarly, 39 per cent of teachers in academies and free schools disagreed, compared to 33 per cent in LEA and voluntary aided schools. Interestingly, although men are over-represented amongst teachers in both secondary schools and academies and free schools, they are not significantly more likely than female teachers to think that the pay system in their school is good. Conversely, BME teachers are also over-represented in academies and free schools and are significantly more likely to believe that the pay system in their school is not good and that they have been treated unfairly.

Two questions were asked to allow teachers to reflect on the fairness of this year's pay review. The first asked whether they thought that they had been treated fairly in this year's pay review process and the second asked whether they had been discriminated against. These are not corollaries as teachers may perceive that they have been treated unfairly for numerous reasons, with discrimination being only one of these reasons (for more on discrimination and individual experiences of discrimination, see Section 4).

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Figure 3.5 'I was treated fairly in this year's pay review' by protected characteristics
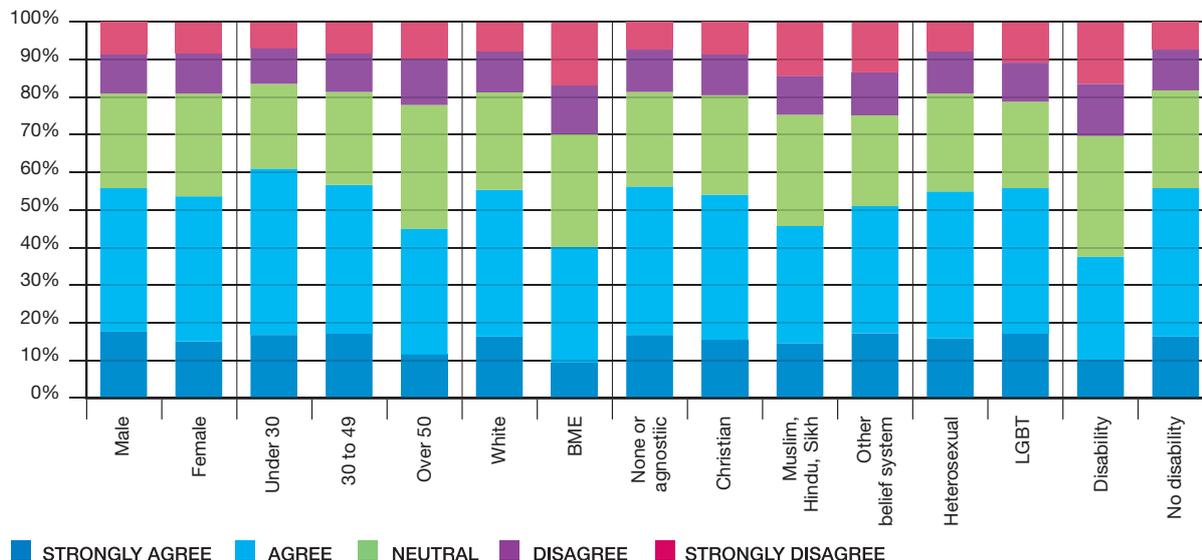
STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE ■

Source: Survey of NASUWT teacher members who had been employed as a teacher in the past year

Teachers from a BME background and those with a disability are again less likely to agree to some extent that they have been treated fairly and more likely to disagree to some extent. Age also appears to be related, as older teachers (those over 50) are less likely than average to agree that they have been treated fairly, while younger teachers are more likely to agree. A similar pattern can be seen in Figure 3.6, which shows the proportions who agreed and disagreed that they had been discriminated against in the pay and progression process. Teachers from a BME background and those with a disability are the most likely to agree to some extent that they were discriminated against and, together with teachers over 50 and those practising minority religions, the least likely to agree to some extent that they had not been discriminated against.

Figure 3.6 'I was discriminated against in this year's the pay and progression process' by protected characteristics
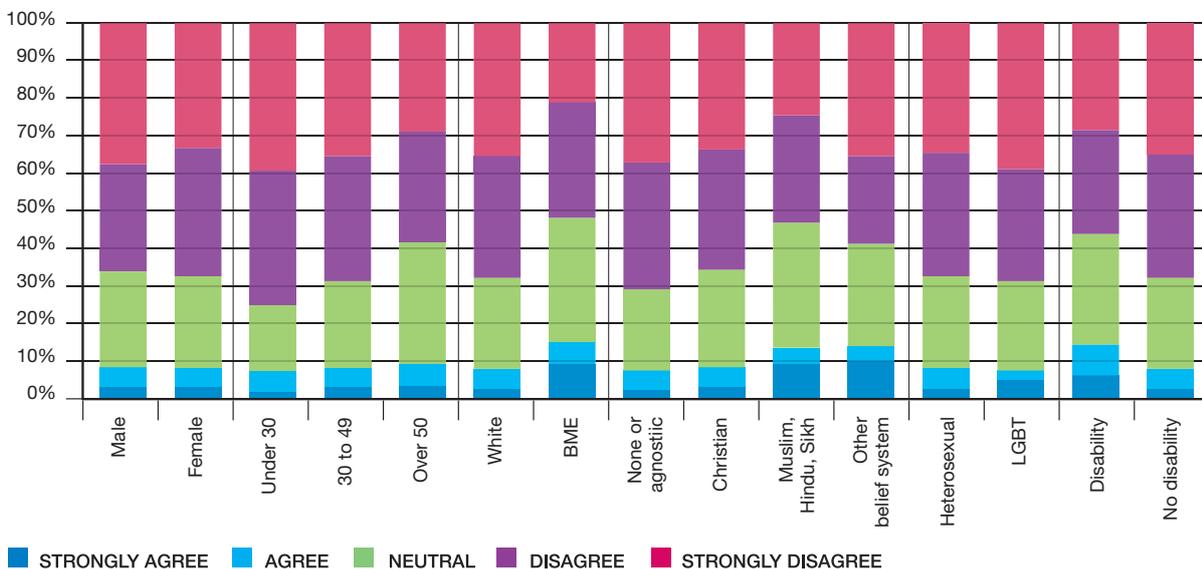
STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE ■

Source: Survey of NASUWT teacher members who had been employed as a teacher in the past year

During the interviews, one school leader from a BME background told us that she was particularly concerned about ethnic minorities. There was now *"too much discretion on the part of the Head, too much autonomy".* It was now much easier to say *"we don't like you".* She went on to describe how her friend, a fully qualified Maths teacher, was recently asked to be a teaching assistant instead of a classroom teacher because of her accent (possibly of African origin, similar to the respondent, although this was not clarified). In terms of performance management, she was now unable to progress (her pay would not decrease but at the same time, she would not be able to move up the pay range because of her reduced range of activities) (School Leader, female, Greater London).

Finally, teachers were asked in the survey whether they had been properly rewarded for their performance. The proportions agreeing to some extent were relatively low, reflecting an overall dissatisfaction with pay in the teaching profession that has been identified elsewhere.

Figure 3.7 'I have been properly rewarded for my performance' by protected characteristics
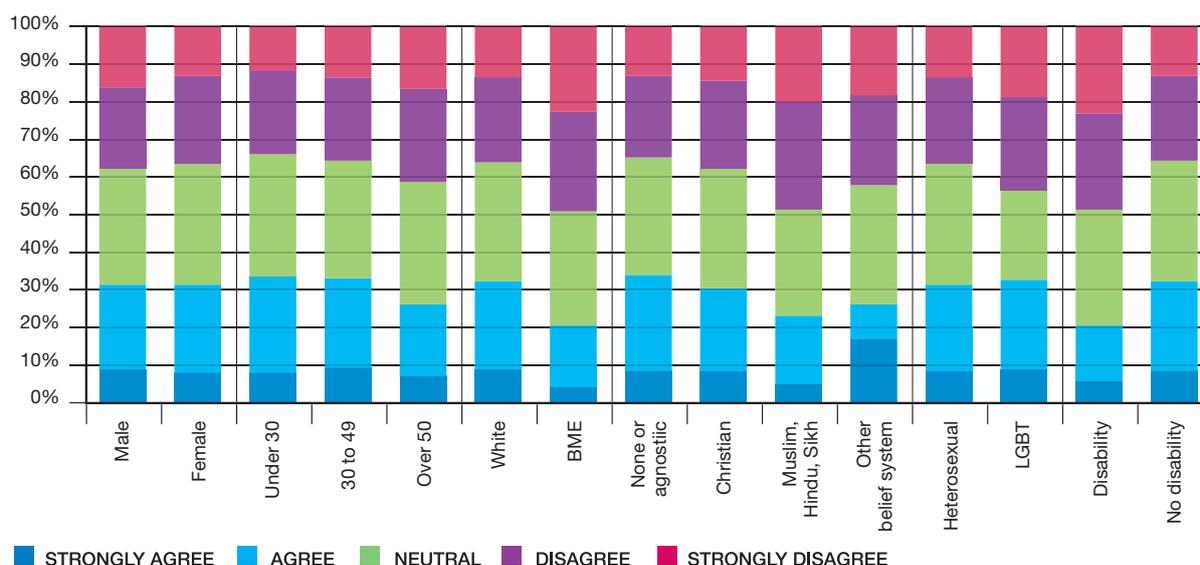
Source: Survey of NASUWT teacher members who had been employed as a teacher in the past year

As with the other questions relating to fairness in pay, the groups that are least likely to be satisfied with the reward they receive for their performance are those from a BME background and those with a disability, with older teachers again expressing lower levels of satisfaction than their younger counterparts. Teachers in schools identified by OFSTED as having serious weaknesses were the least likely to believe they were rewarded fairly for their performance, perhaps reflecting the challenging circumstances within which they work.

In the BME focus group, on teacher told us that she now works in an academy where leadership is unclear about pay and progression, so information is not shared.

> *"We get dribs and drabs of information. They are unclear about their own pay and progression, so never mind about everybody else's. You have to think about yourself. Well, I am trying to move forward myself and I don't think I will be able to as I can already see that I am being held back. I am being held back because things are not clear. They are not using proper guidelines. They are not using proper criteria".*

There was no indication that this teacher felt held back because of her ethnicity, but another teacher in the focus group added that any system that does not have clear, formalised guidelines or structures is open to discrimination. Progression should not be based on whether your face fits. *'It should be based on can you do the job and if you can do the job and the criteria are clear then you should get through'* (Focus group with BME teachers).

3.4 Pay awards, promotion and progression

The following sections examine the likelihood of teachers with different characteristics achieving various career outcomes, namely the 1% cost of living increase, pay progression and promotion. Regression modelling was undertaken to identify whether teachers with protected characteristics are disadvantaged in these processes and to identify the relative importance of individual and school characteristics in the experience of differential outcomes. Here, three key career outcomes were modelled for teachers who had been in work during 2014/15:

- The probability of receiving the 'cost of living' award (q5.15)
- The probability of being recommended for pay progression (q5.20)
- The probability of being promoted (q5.25)

In each case a binary logistic regression model is used as the teacher either receives an award or promotion or does not, and hence the regression model seeks to 'explain' the probability of a binary outcome (measured as 1 or zero). In each case, the probability of success is treated as a function of a set of independent variables describing individual and school characteristics. The model seeks to identify the way in which having a protected characteristic influences the probability of achieving one or other of these events, given the other characteristics of the individual and of their school.

The key individual characteristics were:

- Age
- Gender
- Ethnic group
- Disability
- Religion
- Job level

The key school characteristics were:

- Sector
- Phase
- Size
- Latest school inspection results
- Region

The same independent variables were used for each regression model. The results are presented in Appendix 4.

3.4.1 The cost of living increase

In the 2014/15 academic year, a cost of living increase of 1% was supported by teachers' unions. However, schools were given discretion over whether they gave teachers this pay award and the criteria they used for awarding it. The proportion of teachers who were certain that they had received this 1% uplift was relatively small. Overall, 41 per cent of teachers said that they had received the cost of living award, 22 per cent said that they definitely had not and 35 per cent said they did not know whether they had received it or not.

Regression modelling of the probability of receiving the 1% cost of living increase shows that most of the odds ratios for the independent variables in the model were not statistically significant at the 5 per cent level. The most important influence on the probability of receiving a cost of living award was level of seniority of the job in which a teacher worked. Odds ratios for all job levels were statistically significant. The probability of receiving an award declined as the level of seniority declined, being lowest for supply teachers, newly qualified teachers and unqualified teachers. Deputy or assistant heads experienced the smallest disadvantage relative to Head teachers.

Turning to other statistically significant individual characteristics, women were less likely to receive awards, while teachers aged 50 or more were more likely to receive cost of living awards. LGBT people, White-Irish, Pakistani or Bangladeshi, Black-African and Black-Caribbean teachers were also less likely to receive an award. Amongst these effects, the likelihood of receiving an award was lowest for Black-African teachers.

A few school-level independent variables were statistically significant. Teachers working in academies and free schools were more likely and those in independent schools were less likely to receive awards. Teachers in schools which had been rated inadequate in their latest inspection were less likely to receive a cost of living award. These differences warrant further investigation. Data from the survey and the quantitative analysis of the school workforce survey suggests that teachers in academies tend to earn less than those in LEA schools.

It must be noted that, as receiving the cost of living award was dependent on a successful appraisal or performance management review in only 11 per cent of cases, differences across the protected characteristics would appear to reflect the sorting of those with protected characteristics into certain types of school or location, which in turn affects whether they receive the cost of living increase. Schools being unable to afford to pay the cost of living increase was the most commonly given reason by respondents for why they had not received the cost of living award and school finances are likely to reflect, in part, the location of the school and the profile of its pupils.

3.4.2 Achieving pay progression

Across the survey, 36 per cent of respondents were eligible for pay progression in the 2014/15 academic year, 52 per cent said that they were not eligible and 13 per cent said that they did not know whether they were eligible or not.

Of those who were eligible, three quarters received a decision from their school about whether they would progress and 19 per cent received no formal decision from their school.

Of those who were eligible and received a decision from their school, 85 per cent were recommended for progression, 14 per cent were not recommended for progression and 2 per cent received some other outcome.

Figure 3.8 Proportion of those who applied for progression who were successful, by protected characteristics
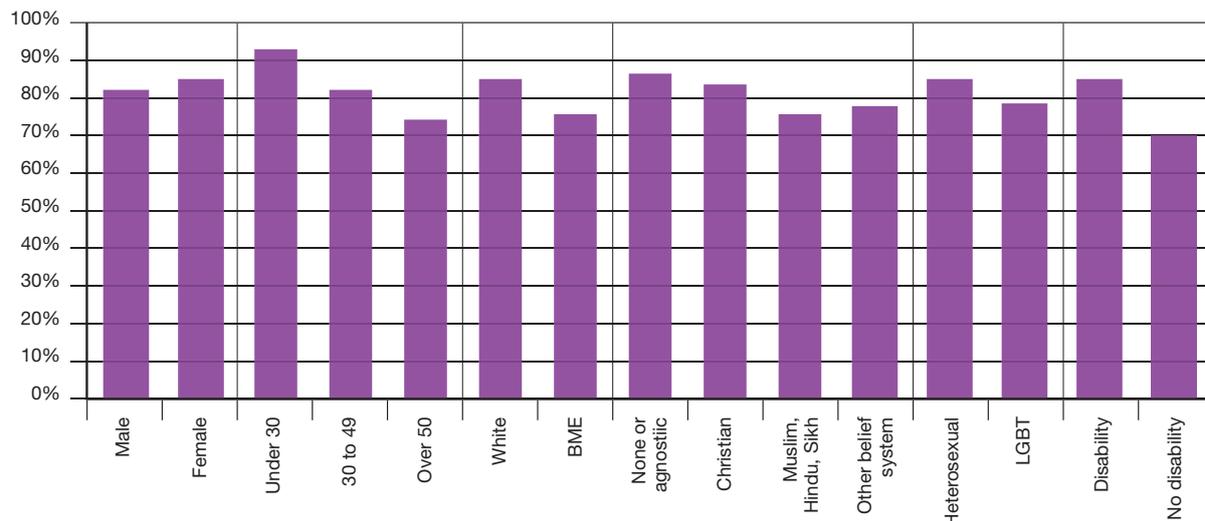
Source: Survey of NASUWT teacher members who had been employed as a teacher in the past year – only those who had applied for promotion in the past year

Regression modelling of the outcome of applications for pay progression from eligible teachers shows that again, the level of job was one of the most important individual factors determining the probability of being recommended to receive a pay award. All staff more junior than Deputy or assistant Head were much less likely than Heads to be recommended for pay progression. Newly qualified and supply teachers were least likely to be recommended. Teachers aged less than 30 were much more likely to be recommended for pay progression, as were female teachers. In contrast, disabled teachers and those aged 50 or over were much less likely to be recommended for pay progression.

Turning to school-level effects, phase of education, school size and experience of inspection did have some effect. Teachers in independent, studio, CTC, UTC, and 'other' types of school were significantly less likely to be recommended for a pay award. Teachers in schools with less than 5 teachers were significantly less likely to be recommended, while those with 5 to 9 teachers were less likely (just significant at the 5 per cent level). Teachers in all schools for which their latest OFSTED inspection was not 'outstanding' were less likely to be recommended for pay awards than those working in schools which had been judged 'outstanding'. Teachers in schools in 'special measures' were least likely to be recommended.

In the qualitative research, there was some evidence of unfair practices in relation to the achievement of pay progression and it was suggested that some of the methods used for assessment, such as self-assessment, strongly favoured particular groups of teachers. For example, young female teachers and teachers from a BME background were particularly concerned about the role played by self-confidence and cultural norms in the process of self-assessment. One BME participant in the focus group said that at her school, teachers were told to rate themselves on the quality of their own teaching. The teachers *"then had to go in and justify it, and I said to them, basically I'm not going to say I'm a stand-out teacher, I'm an excellent teacher".* Teachers were asked to provide examples of excellent teaching to justify their rating *"and that was the only way they were going to justify whether you were entitled to that pay progression or not…if you put yourself up there, they're probably going to knock you down."* There was general agreement that self-assessment was wrong and that it was senior managers' job to do this: *"it's not your own job, you're busy teaching and helping the children learn"* (Younger female teachers, focus group).

The survey explores in more detail why people thought they were not recommended for progression. The most common reason given for not being recommended for progression was *'not achieving performance management objectives'* which was given by 42 per cent of those who were denied progression.

3.4.3 Performance objectives and performance management

Under the new system, meeting performance objectives plays a key role in determining whether a teacher achieves progression or promotion. Findings from the qualitative research show that a significant proportion of teachers see the setting of these objectives as being one of the areas where there is most potential for the introduction of discrimination, particularly in cases where teachers are unaware of each other's performance objectives and/or have no say in setting their own.

Three survey questions were used to assess respondents' views on their performance objectives. Figures 3.9, 3.10 and 3.11 show whether teachers thought that their performance objectives were appropriate, achievable and fair, respectively. A similar pattern can be observed across all three measures, with teachers from a BME background and those with a disability or long-term illness being the least likely to agree to some extent that their objectives were appropriate, achievable or fair, while few differences can be seen when looking at the other protected characteristics. Teachers working in academies and free schools were less likely to agree that their performance objectives were appropriate, achievable or fair. In all three

cases, the proportion of teachers in academy and free schools who agreed to some extent was between four and six per cent lower than for teachers in community and foundation schools and voluntary aided or controlled schools.

Figure 3.9 'I believe that the performance objectives agreed for me this year are appropriate' by protected characteristics
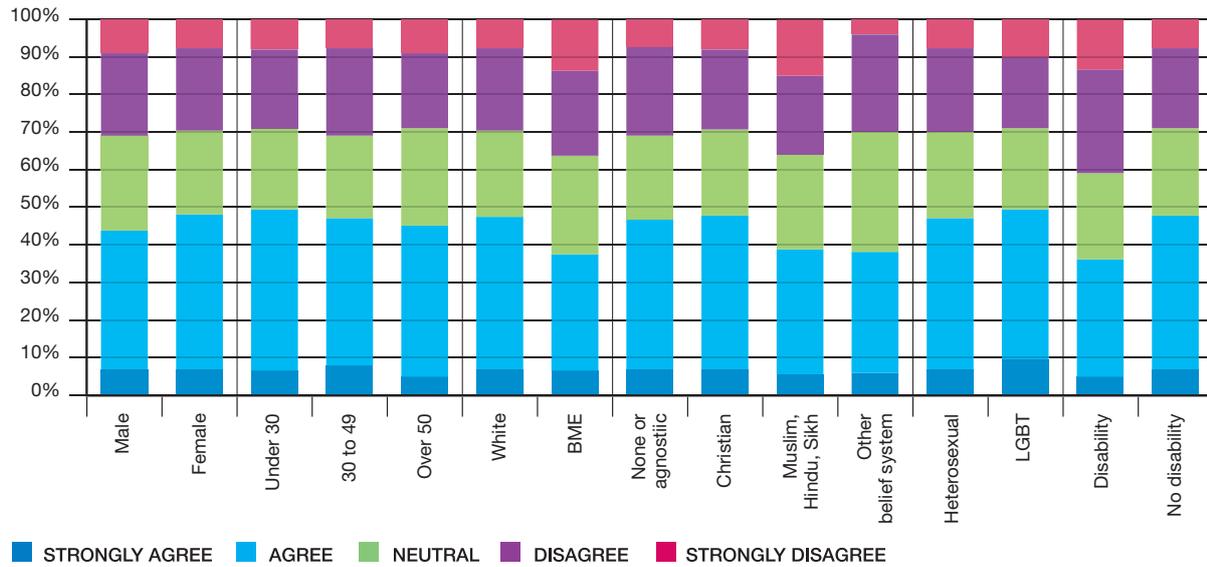
Source: Survey of NASUWT teacher members who had been employed as a teacher in the past year

Figure 3.10 'I believe that the performance objectives agreed for me this year are achievable' by protected characteristics
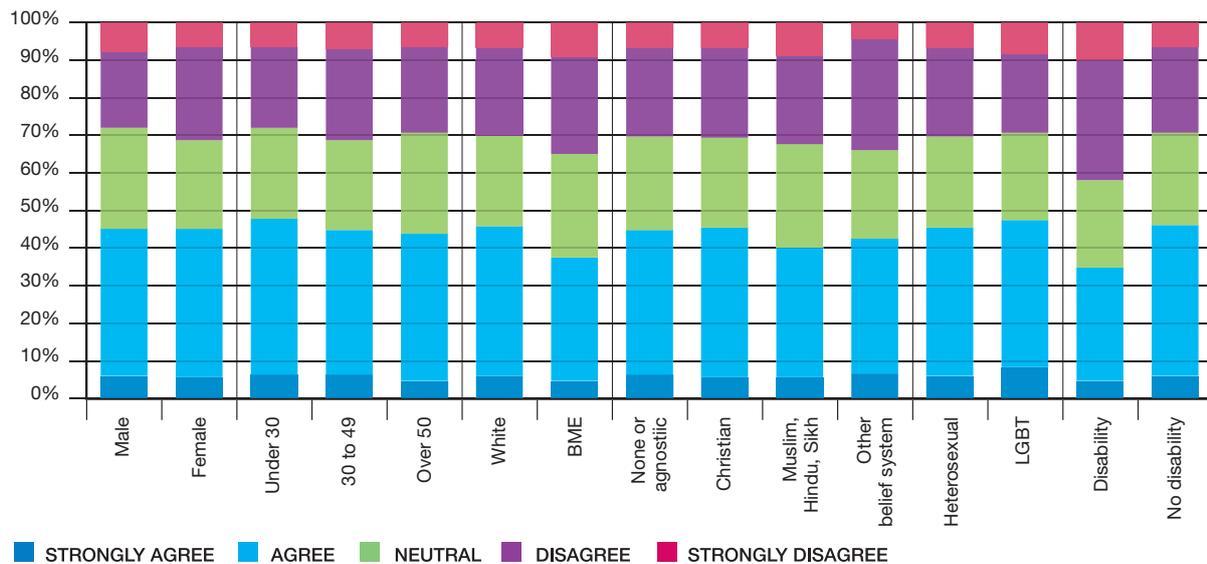
Source: Survey of NASUWT teacher members who had been employed as a teacher in the past year

Interviews and focus groups provided examples of the use of unrealistic and unachievable performance objectives, particularly for older teachers. In the focus group with younger female teachers, participants were well aware of the potential for discrimination against older, more experienced teachers. One teacher said:

"I feel quite strongly that if you're on the upper pay scale[3], managers want to get rid of teachers that are on an upper pay scale [others agreed here] because they're expensive".

She went on to describe the unrealistic demands placed upon such teachers:

"They're expected to deliver a lot more and show a wider contribution and all that, and that's a huge pressure. The upper pay scale was for rewarding people for their experience and skills, not for taking on extra responsibilities. So there's this pressure on older - usually they're older teachers - and I don't think it's gender discrimination, I think it's a pay discrimination that you're expensive and they want rid of you".

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[3] Where the term "pay scale" is reported, this is because it was used by the respondent.

She did add that there are a lot of women in teaching *"and obviously you're more likely to be older if you're at the top of your pay scale"* (Younger female teacher, focus group).

On the other hand, younger teachers were also under pressure to deliver more than was considered realistic in some cases. An Assistant Head described the unpleasantness of the current arrangement in her own school, where there was an unsupportive Head teacher. Although she was broadly in favour of the need for teachers to be accountable, she also felt that there were increasing and unsustainable pressures on teachers. She felt that young teachers were especially vulnerable to stress and low morale as a result:

> *"There is a real sense of fear among teaching staff. I am quite lucky because I have been teaching for a few years. It is not that I am untouchable, I do always watch my back, but for young teachers, it must be absolutely demoralising and I have frequently had teachers coming in tears and sobbing because of the regime. I'm sure it's not just in our school, it's the pressure of tables and to be outstanding and to be this, that and the other and three levels progress. I agree that we need to be accountable, I absolutely agree with that, but we are never going to get to 100 per cent and you can't keep on driving the 5 A* to Cs up, there comes a point where you have reached that point"* (Assistant Head, female, north-west).

Figure 3.11 'I believe that the performance objectives agreed for me this year are fair' by protected characteristics
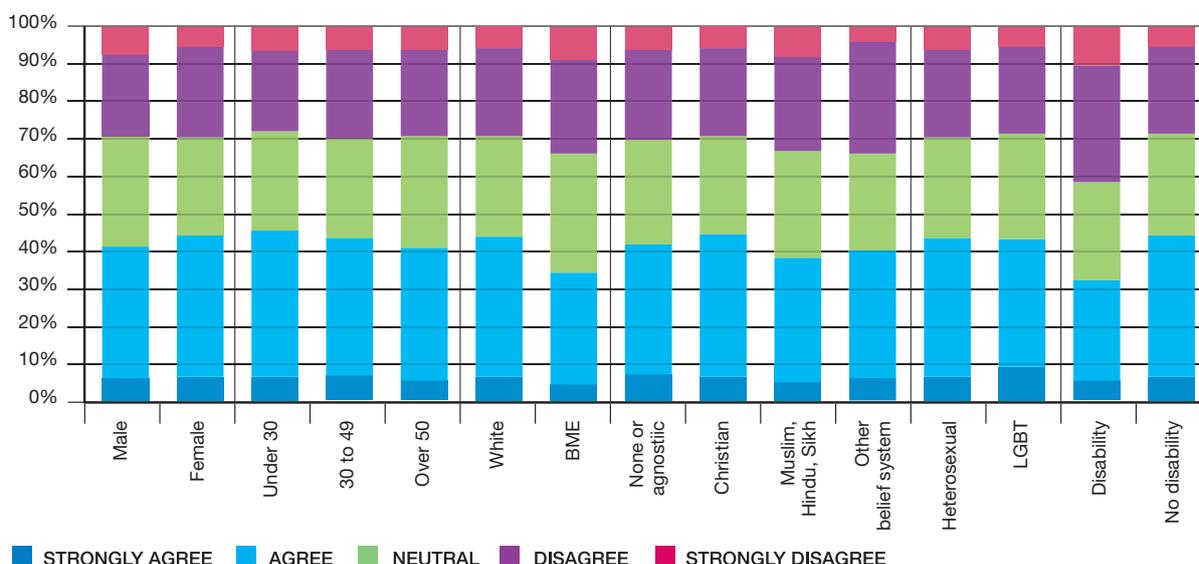
Source: Survey of NASUWT teacher members who had been employed as a teacher in the past year

Allowing teachers to have a say in setting their performance management objectives was identified as a key safeguard which limited (although did not eliminate) opportunities for discrimination (for more on safeguards, see Section 5). This was seen to provide an opportunity to challenge objectives that they thought were unfair and/or unachievable and also suggested a greater flexibility and openness about the process in schools where such a dialogue occurred. In contrast, the setting, without consultation, of unachievable objectives was seen by teachers as a mechanism through which teachers could be discriminated against and denied progression and promotion on seemingly *'objective'* grounds. Overall, just over half of the teachers surveyed (53 per cent) agreed to some extent that they were satisfied that they had an input when agreeing their performance objectives, while a quarter disagreed to some extent.

Figure 3.12 shows BME teachers and those with a disability or long-term illness are the least likely to be satisfied that they had an input. It was suggested in some of the qualitative date from the survey, interviews and focus groups that confidence plays a role in engagement with the performance management process and willingness to challenge objectives considered unfair, and that teachers with, for example, one respondent in the survey commented that teachers with a disability or long-term illness were expected to be *"grateful and quiet"* because they were lucky to have a job given the 'problems' accommodating them caused schools. Similarly, a female teacher in the LGBT focus group referred to a case where a teacher with disabilities (including hearing problems) felt that her targets were set very high by the Head who didn't like her – this was backed up by the fact that he was unwilling to provide her with equipment to help her with her hearing problems: *"so her targets were being set unrealistically high because he wanted to get rid of her".*

There was much discussion among the participants in the LGBT focus group about the extent to which teachers could be involved in their own performance management objectives. One teacher referred to a meeting, in which staff were told that they would be rated on performance in the classroom: *"but what if you're observed with the worst class in the school… there's no transparency".* However, another teacher said this was possible and *"if you are observed in a poor lesson, then you can scrap that observation and get another one"…"it's up to us to find out"* (this was disputed by one teacher in his own school, however). Overall, many of the teachers were unaware or unwilling to challenge the process.

Figure 3.12 'I am satisfied that I had an input when agreeing my performance objectives' by protected characteristics
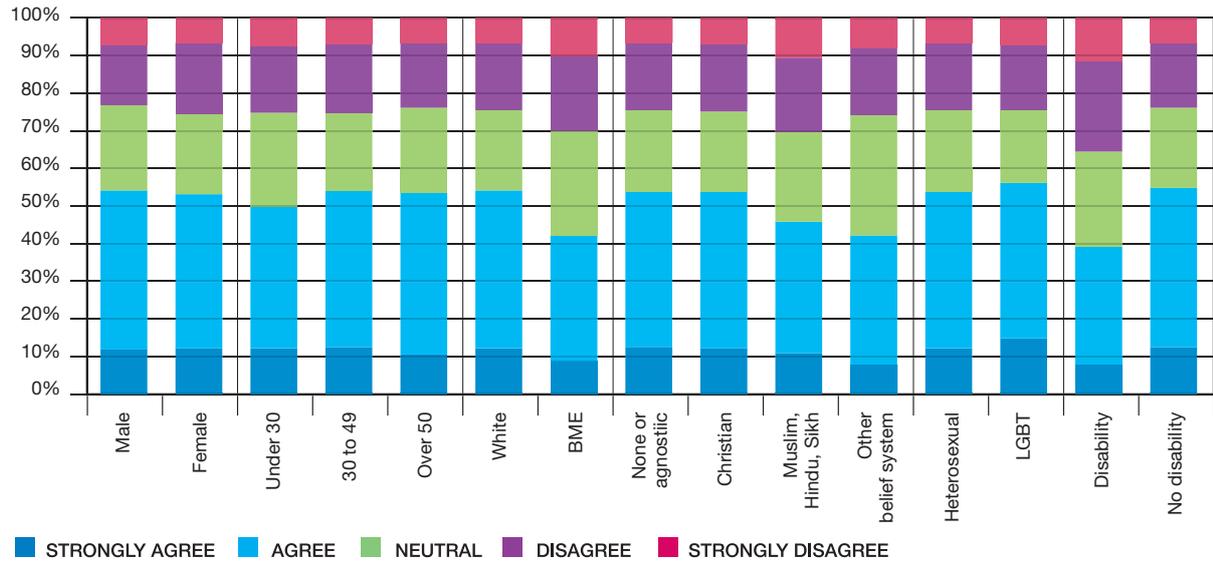
Source: Survey of NASUWT teacher members who had been employed as a teacher in the past year

As would be expected, there was a clear relationship between whether a teacher was satisfied with their input in agreeing their performance objectives and whether they believed them to be appropriate, achievable or fair. Figure 3.13 illustrates this, showing the proportion of those who said that they were satisfied with their input into agreeing their performance objectives who also said that their performance objectives were appropriate. The pattern is the same when considering achievability and fairness.

Figure 3.13 'I believe that the performance objectives agreed for me this year are appropriate' by 'I am satisfied that I had an input when agreeing my performance objectives'
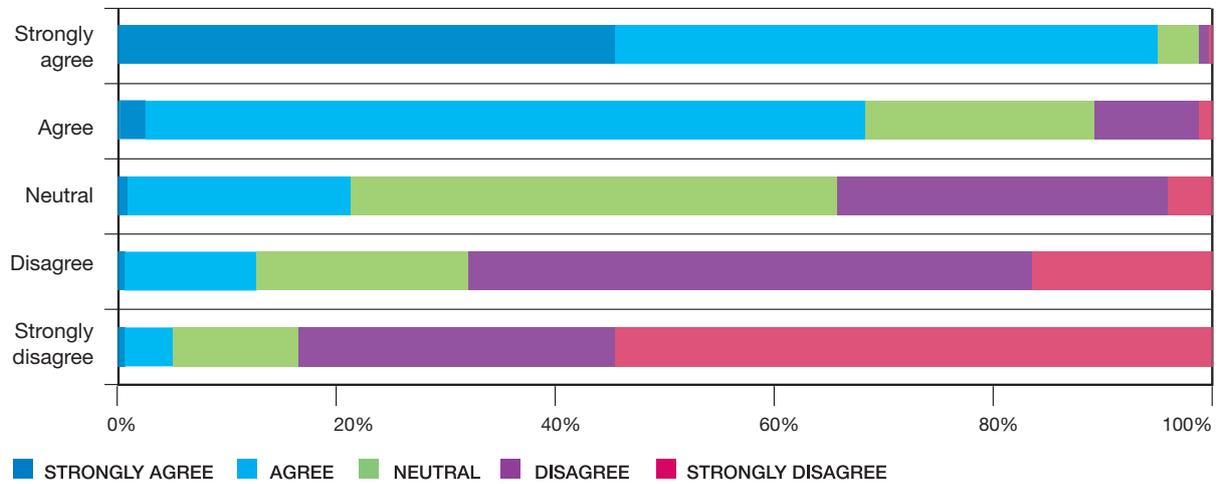
Source: Survey of NASUWT teacher members who had been employed as a teacher in the past year

3.4.4 Pay progression from main to upper pay range

Applications for progression are most commonly made by teachers when they reach the top of the main classroom teacher pay range (M6) and apply to move on to the Upper Pay Range (UPR) (or equivalent where this pay range is not used). One of the reasons proposed for removing automatic progress up a national pay range was that good teachers would no longer be limited by a rigid system and would instead be able to progress more quickly by skipping points on the pay range. They would, in theory, be able to apply for progression to the UPR from any point on the main classroom teacher range, instead of having to wait until they got to the top. In this research, few teachers can be identified who have followed this proposed course, with the majority of applications for progression coming from those at M6 (or equivalent) and a smaller number from M5 on the main classroom teacher pay range. This may change as the new system is fully institutionalised.

3.4.5 Achieving promotion

Overall, 19 per cent of survey respondents had applied for promotion in the past year. Of these, just over half (52 per cent) were promoted, 39 per cent were not promoted and 9 per cent received some other outcome.

Figure 3.14 shows the outcome of applications for promotion by protected characteristics. Care must be taken in interpreting these figures as the numbers in some categories are small.

Figure 3.14 Proportion of those who had applied for promotion in the past year, by protected characteristics
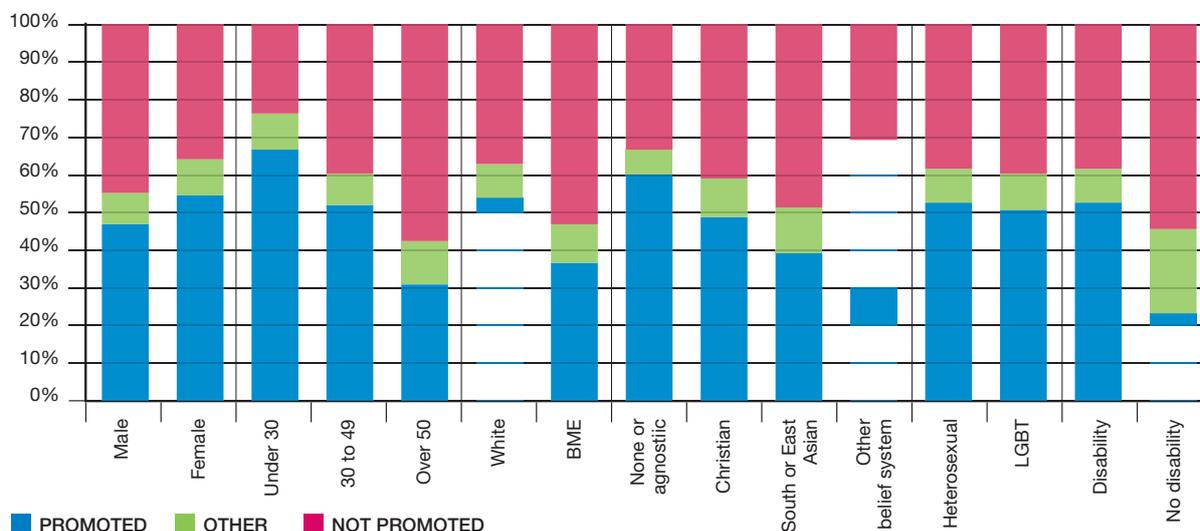
Source: Survey of NASUWT teacher members who had been employed as a teacher in the past year – only those who had applied for promotion in the past year

A final binary logistic regression model was estimated for the likelihood of a teacher achieving promotion. This model was applied only to those who had applied for promotion during the last year. Fewer independent variables display odds ratios which were statistically significant at the 5 per cent level than was the case for achieving pay progression or the 1% pay increase.

Turning first to individual characteristics, teachers aged less than 30 were very much more likely to have been promoted, while those aged 50 or more were much less likely to have received a promotion. Women were also more likely to have received a promotion. Once again, teachers with a disability or long-term illness were disadvantaged, being much less likely to have been promoted. The probability of promotion was higher for more senior posts, but not statistically significant.

3.4.6 Capability proceedings

At the opposite end of the spectrum from those seeking promotion are those who have been placed on capability proceedings. Overall, nine per cent of those surveyed had been placed on some form of capability proceedings in the past year. Eight per cent had been placed on a support programme and one per cent had been subject to formal capability proceedings. Men were somewhat more likely to have been placed on a support programme than women, older teachers were more likely than younger ones, those from a BME background were more likely than those who were from a white background and those with a disability or longer-term illness were more likely than those without.

There was further strong evidence from the qualitative research on the discriminatory use of capability or support programmes. For example, one female teacher in the stakeholder interviews said that her school used support programmes to put teachers on capability: *"this has a massive impact on older teachers"* (there were no specific criteria for being put on such a support programme, so teachers were generally unaware of the reasons behind this decision). As the teachers did not want to have the stigma of being on such programmes attached to them, they would go on long-term sick leave, often due to stress, and would then retire (she knew of three teachers doing this at her school in the current year). This would also have knock-on negative effects on teachers' pensions. However, there was an acknowledged degree of inevitability in such practices and participants often referred explicitly to the fact that a younger teacher is cheaper to hire at £20,000, compared with £40,000, and that they also have lower pension contributions (Teacher, female, North-east).

Similarly, in terms of disability, one teacher told us that in her school, one staff member had serious back problems and the *"issue of capability was brought up all the time"*; another had a heart problem and was put on capability which was *"putting more pressure on him"*. There was *"a great degree of dishonesty"* in how these issues were approached and *"people feel very harassed by this"*. Overall, she felt that there was "no duty of care" and as a result, there was very low morale among teachers. Last year, a stress survey was conducted in her school and the results "were terrible for the Senior Leadership

Team" (SLT); as a result, the LA was contacted and the SLT were told that a team would be brought in to make changes. However, the Head had since "re-pitched" this, which "makes a farce of things" (Teacher, female, North-west).

3.5 Summary of pay and progression

Knowledge of pay and progression policies

The extent of information-sharing by school leaders on pay and progression policies was mixed and a third of teachers did not agree that they understood or had been informed about policies affecting them. The interviews showed that teachers in leadership positions and those who were union representatives were generally well-informed but that classroom teachers were less likely to be. There seems to be some confusion amongst teachers around the specificities of the changes to policies and practices, how they operate in practice and what they mean for some individuals. It was suggested that this lack of knowledge is a contributory factor in increasing the potential for discriminatory practices in pay and progression, alongside the increased flexibility afforded by the new system.

Teachers did not generally believe that they had been given sufficient opportunities to contribute to the consultation processes related to the development and introduction of these changes. Union involvement in the process seemed to be high, however.

Impact of policy changes and satisfaction with pay and progression policies

At this first stage of the research, less than half of the teachers surveyed (41 per cent) definitely thought that the changes to the national pay system agreed in 2013 had an impact on their school. A large proportion (45 per cent) said that they did not know at this stage whether the changes had an impact. It was suggested in the interviews that teachers tended not to understand the impact of new policies until they had personal negative experience of them, and the general low levels of awareness of policies discussed above must be borne in mind.

Relatively high levels of dissatisfaction with pay and progression systems were expressed by survey respondents: ethnicity, age and having a disability or long-term illness all appear to be related to higher levels of dissatisfaction. However, only a small minority of respondents stated that they had personally experienced discrimination in the most recent round of pay and progression awards.

Achieving pay progression and promotion

The majority of those who were eligible for pay progression were recommended for progression, but with the exception of female teachers (who are not in the minority in particular parts of the education sector, e.g. primary schools), teachers from minority groups were less likely to have been recommended.

Only around half of all respondents thought that their performance objectives were appropriate, achievable or fair. A significant proportion of teachers reported that they were not satisfied with the extent to which they had a say in setting their own performance objectives for the year.

Around half of teachers who applied for promotion, usually from the main classroom teacher range to the upper pay range, were successful. As in the case of pay progression, with the exception of female teachers, teachers from minority groups were less likely to be successful.

Regression analysis was used to explore the way in which the characteristics of individual teachers and the schools in which they are employed work together to determine their chances of being rewarded with extra pay and promotion. The most important factor in relation to receiving the 1% pay award, pay progression and promotion appears to be level of seniority, with more senior staff being more likely to be rewarded. Quality of school, as measured by OFSTED inspection outcomes, also appears to have a secondary effect, which has a particular impact on teachers with a long-term illness or disability who are over-represented in these schools.

Some individual characteristics, such as religion, appear not to have a statistically significant influence in any of the models which were estimated. However, having a protected characteristic emerges as one of the most powerful influences, but not always in the same direction.

Women, White-Irish, Pakistani or Bangladeshi, Black-African and Black-Caribbean teachers were significantly less likely to receive a cost of living award, but older teachers were more likely to receive an award.

Women and teachers aged less than 30 were more likely to have received pay progression, but teachers with a disability or long-term illness or aged 50 or more were less likely to receive a pay progression. Ethnicity was not a statistically significant influence.

In terms of promotion, women and younger teachers were again advantaged, while older teachers and those with a disability or long-term illness were again disadvantaged.

Nine per cent of teachers had either been placed on a support programme or were subject to capability procedures in the

past year. Male teachers, older teachers, those from a BME background, those from some minority religious backgrounds and those with a disability or long-term illness were all more likely to have been placed on these kind of support programmes designed to improve poor performance and support teachers experiencing difficulties.

4. CONTINUING PROFESSIONAL DEVELOPMENT

Continuing professional development (CPD) can be a way of improving promotion and progression prospects, improving teaching standards across the profession and is increasingly being used as an objective that must be met in the performance management process. Consequently, differential access to high quality, appropriate CPD and the role that discrimination can play in this is important in understanding the pay and progression outcomes of teachers.

Overall, 56 per cent of respondents thought that their school took CPD seriously, although almost a quarter (23 per cent) thought that it did not.

> *"I think nobody is interested in my CPD needs in this school. All they are interested in is getting results. If you are doing that you are left alone, if not, then you are persecuted!"* (Survey respondent)

Looking at the quality of the CPD teachers had access to, 41 per cent agreed that the quality of the CPD they had accessed was good and 30 per cent disagreed, but just 27 per cent said that the CPD they had accessed had helped them to meet their performance management objectives, while 44 per cent said it had not. This is likely to reflect both the quality of CPD provision and the nature of the performance management objectives teachers are being set. Qualitative data from the survey suggests that budget constraints in some schools has resulted in increased provision of whole-school CPD undertaken in school and of a fairly generic nature over more teacher- or subject-specific externally provided CPD that is more expensive but that teachers would find more useful.

> *"This year one of my team wanted to attend a CPD course which linked to one of his targets, but was told there was no money left in the CPD budget."* (Survey respondent)

The qualitative research has also shown that performance management objectives are increasingly data-driven, focussed on the proportion of students reaching a particular milestone, for example, the proportion receiving A* to C grades at GCSE.

> *"In my school there is little CPD, but high expectation in terms of performance. I do not feel that my needs are addressed at all. There is no balance between employee support and judgement."* (Survey respondent)

Teachers were not asked about the types of CPD they had undertaken, i.e. whether it was composed of meetings or training courses, the time it took, etc., but it may be that teachers do not feel that the CPD they have undertaken has improved their teaching sufficiently to allow the necessary proportion of their students to meet these key milestones, or it may be that, as has been suggested in some interviews, improvements to teaching can have a limited impact on these hard outcomes and that they are much more dependent on the characteristics of the students than on the quality of teaching.

The remaining parts of this section examine equality of access to CPD, looking at whether teachers in the survey said they were given time to access CPD, whether they had a say in decisions about their CPD, whether their CPD-related needs had been met in the past year, and whether they thought CPD was allocated fairly in their schools. Findings are broken down by school level (primary or secondary), as there were clear differences between access in different levels of school, which are, in part, simply related to the relative sizes of the schools in question. When looking at gender, females are taken as the minority group, despite being in the majority in the teaching profession. Younger teachers are those aged under 30, older teachers are aged 50 and over.

4.1 Time to access CPD

Over the preceding year, almost half (49 per cent) of teachers said that they had been given time to access CPD but almost a third (32 per cent) said that they had not been given time.

Figure 4.1 compares the proportion of teachers with and without a protected characteristic who agreed to some extent (selected *'strongly agree'* or *'agree'*) that they had been given time to access CPD in the past year. As the figure shows, each protected characteristic group exhibit a 'penalty' in relation to teachers without the protected characteristic, with the exception of teachers in secondary schools and younger teachers who are more likely to say that they accessed CPD than teachers in the middle (30 to 49 age group). This is to be expected, as younger teachers are likely to be less experienced and consequently to be thought to benefit more from CPD. It also reflects the proportion of NQTs in the younger age group as NQTs are particularly likely to express satisfaction with their CPD opportunities.

Similarly, with the exception of LGBT teachers and secondary school teachers, all teachers with a protected characteristic show higher levels of dissatisfaction with their time to access CPD than teachers without the protected characteristic working in the same level of school.

Figure 4.1 Difference between proportions of respondents with protected characteristic who agreed that 'I have been given time to access CPD' by school level
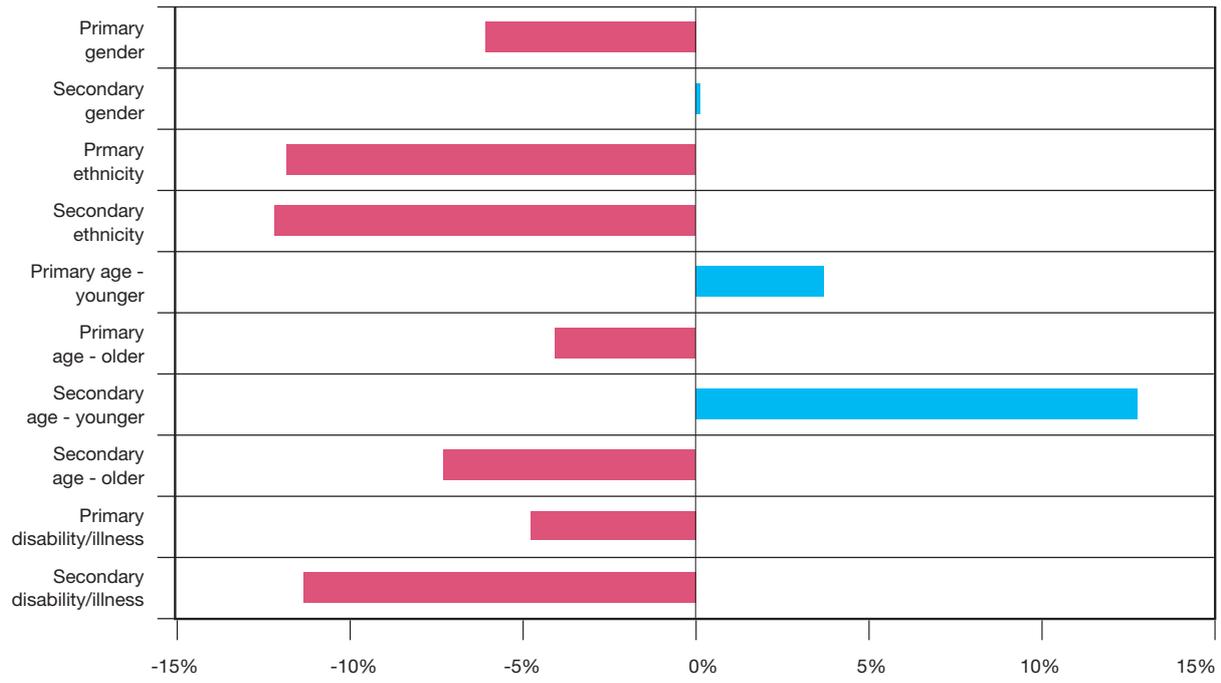
Source: Survey of NASUWT teacher members who had been employed as a teacher in a primary or secondary school in the past year, small groups excluded

As an example, Figure 4.2 shows the responses of teachers with and without a disability or long-term illness when asked whether they had been given time to access CPD.

Figure 4.2 'I have been given time to access CPD' by school level and disability or long-term illness
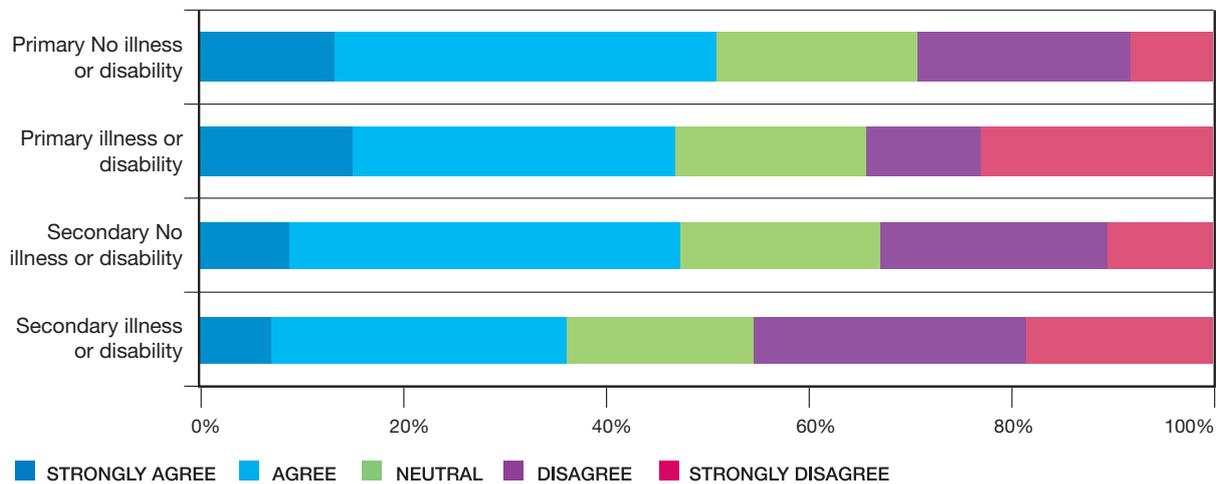
Source: Survey of NASUWT teacher members who had been employed as a teacher in a primary or secondary school in the past year, 'don't know' and 'not applicable' responses excluded

Across the four equality-related questions, the gap between the proportion of teachers with a disability or long-term illness and those without who are positive about their CPD is amongst the highest of the protected characteristic / non-protected characteristic groupings. Similarly, across the four questions, teachers with a disability or long-term illness in secondary schools not only express the highest rates of dissatisfaction with their CPD, but also have the greatest gap to their comparator group (teachers without a long-term illness or disability working in a secondary school). There is some limited qualitative evidence from the survey that suggests that physical barriers to access play a role for some teachers with mobility problems, but the high proportion of teachers with a long-term illness or disability reporting issues with accessing CPD suggests that this is only part of the picture.

4.2 Decisions about CPD

Survey respondents were also asked about whether they had a say in decisions about their CPD. Overall, half of those surveyed said that they had a say in decisions about their CPD while 29 per cent said that they did not. Figure 4.3 shows the difference in the proportions of teachers with and without a protected characteristic who strongly agreed or agreed that they had a say in decisions about their CPD, broken down by education level. As in the case of being given time to access CPD, it is clear that both teachers with a disability or long-term illness and those from BME groups are less likely than their comparator groups to say that they had a say. Younger teachers, particularly those in secondary schools are more likely to agree that they had a say, although age appears to be less of a factor in this, than it is whether a teacher has had access to CPD or in whether their CPD needs have been met.

The ability to influence decisions about CPD is related to both the type of CPD provided by schools, for example, if all CPD in a school is undertaken on a whole school basis and there is no choice in this then teachers will not feel that they have a say in decisions, and to the relationships that exist in schools. When schools are open in their dealings with teachers, teachers in those schools will be more willing and able to ask for the kind of CPD they need. When teachers feel insecure and worried about their jobs, or when they are generally lacking in confidence, they will not do so. In the survey, several respondents commented that they felt unable to ask for more CPD, as this would be used to mark them as *'bad'* teachers who needed more training, and provision of additional CPD was used as part of capability proceedings in their schools.

Figure 4.3 Difference between proportions of respondents with protected characteristic who agreed that 'I have a say in decisions about my CPD'
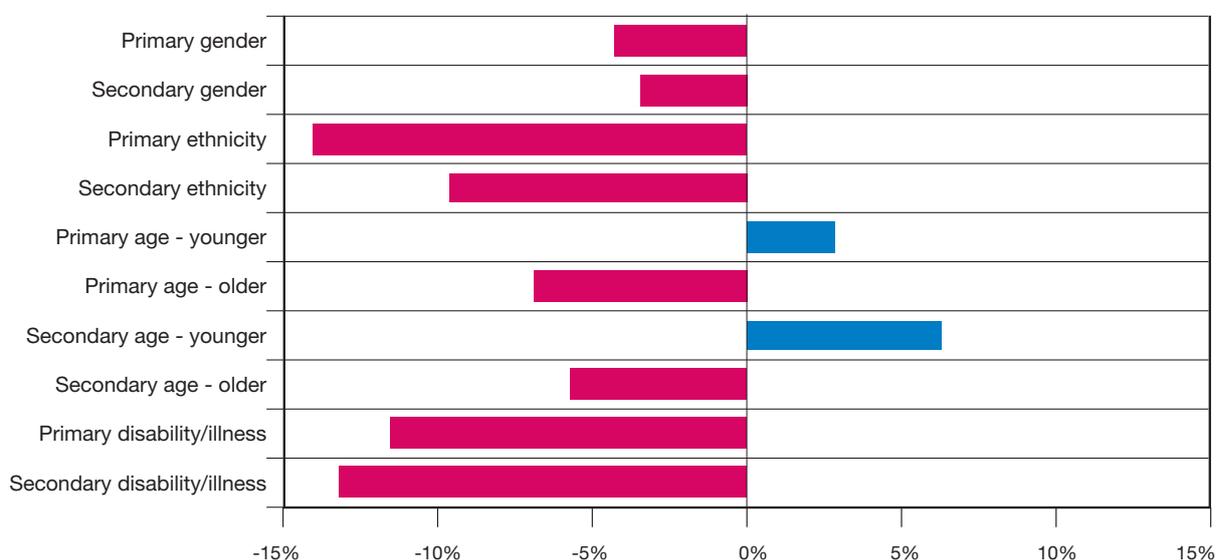
Source: Survey of NASUWT teacher members who had been employed as a teacher in a primary or secondary school in the past year, small groups excluded

Figure 4.4 shows the breakdown of responses by school level and ethnicity.

Figure 4.4 'I have a say in decisions about my CPD' by school level and ethnicity
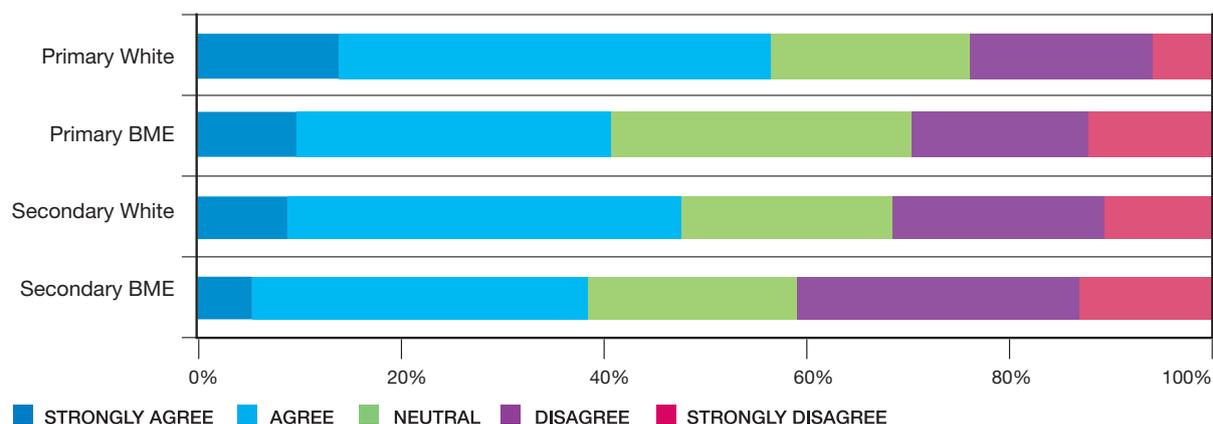
Source: Survey of NASUWT teacher members who had been employed as a teacher in a primary or secondary school in the past year, 'don't know' and 'not applicable' responses excluded

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It shows that BME teachers are both less likely to agree that they have a say in decisions about their CPD than White teachers in similar schools, and that they are more likely to disagree, with 30 per cent of BME teachers in primary schools disagreeing to some extent (selecting *'disagree'* or *'strongly disagree'*), compared to 23 per cent of White teachers in primary schools, and 40 per cent of BME teachers in secondary schools disagreeing to some extent, compared with 31 per cent of White teachers working in secondary schools.

The high levels of dissatisfaction expressed by teachers from a BME background in relation to all questions about CPD is concerning. Continuing professional development plays a key role in career development, and the issues faced by BME teachers in accessing CPD opportunities suggest that there is a wider issue of developing leaders from BME groups, as individuals and as role models for both other teachers and pupils.

> *"There is a lot of nepotism dependant on personal relationships. CPD and promotion is also dependant on personal relationships as well as race although this is strongly denied e.g. How many black teachers are given opportunities to access middle management or SLT levels even in schools where the majority of pupils are ethnic minorities (for lack of a better term)?"* (Survey respondent)

4.3 Meeting cpd needs

Teachers were asked in the survey whether their CPD needs had been met in the past year. As would be expected, responses show a similar pattern to those to questions about whether teachers have been given time to access CPD and whether they had a say in decisions about their CPD. A teacher who has been given no time to access CPD or who had no say in the CPD they were able to access is unlikely to feel that their CPD needs have been met. Overall, just 35 per cent said that their CPD needs had been met in the past year (agreed or strongly agreed with the statement 'My professional development needs have been met in the past year') while 39 per cent said that they had not (disagreed or strongly disagreed with the statement).

Figure 4.5 shows that teachers with a disability or long-term illness are particularly less likely than their comparator group to agree that their CPD needs have been met in the past year. The picture is more mixed across the other groups, than was the case when looking at whether teachers were given time to access CPD or had a say in decisions about it. The differences between the responses of women and men working in primary schools is relatively high, but in secondary schools there is little difference between the genders. Conversely, BME and older teachers in secondary schools are less likely to agree than their comparator groups, but there is less difference when looking at teachers with these characteristics working in primary schools.

Figure 4.5 Difference between proportions of respondents with protected characteristic who agreed that 'My professional development needs have been met in the past year'
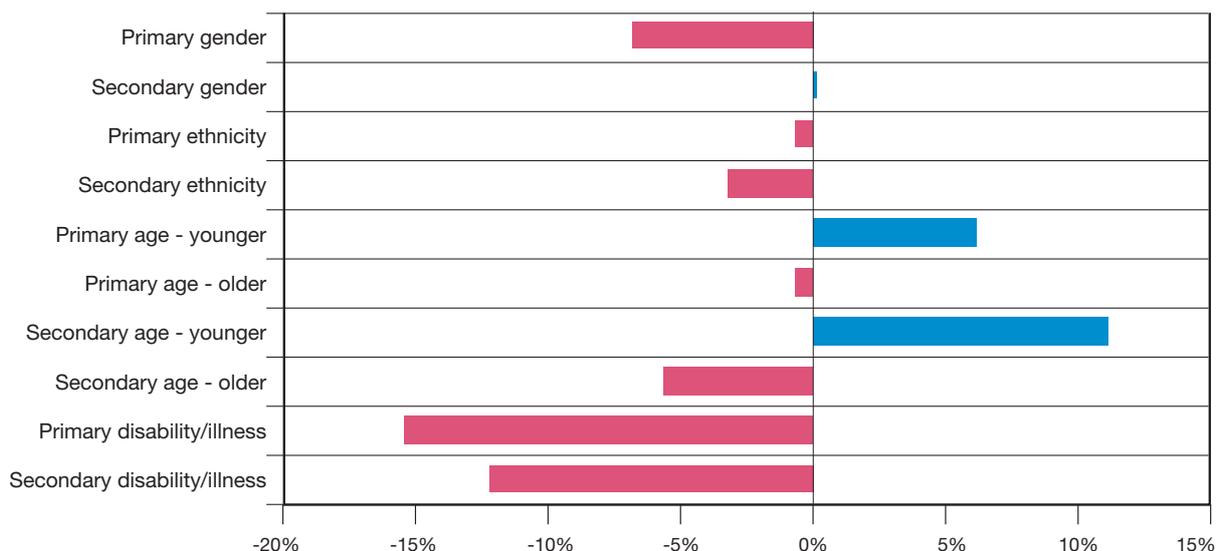
Source: Survey of NASUWT teacher members who had been employed as a teacher in a primary or secondary school in the past year, small groups excluded

As before, younger teachers (aged under 30) in both primary and secondary schools are significantly more likely than other teachers to express satisfaction with the CPD. Figure 4.6 shows the breakdown of responses by age. Between five and eight per cent of older teachers stated that the question was not applicable to them, probably as they were approaching retirement.

Figure 4.6 'My professional development needs have been met in the past year' by school level and age
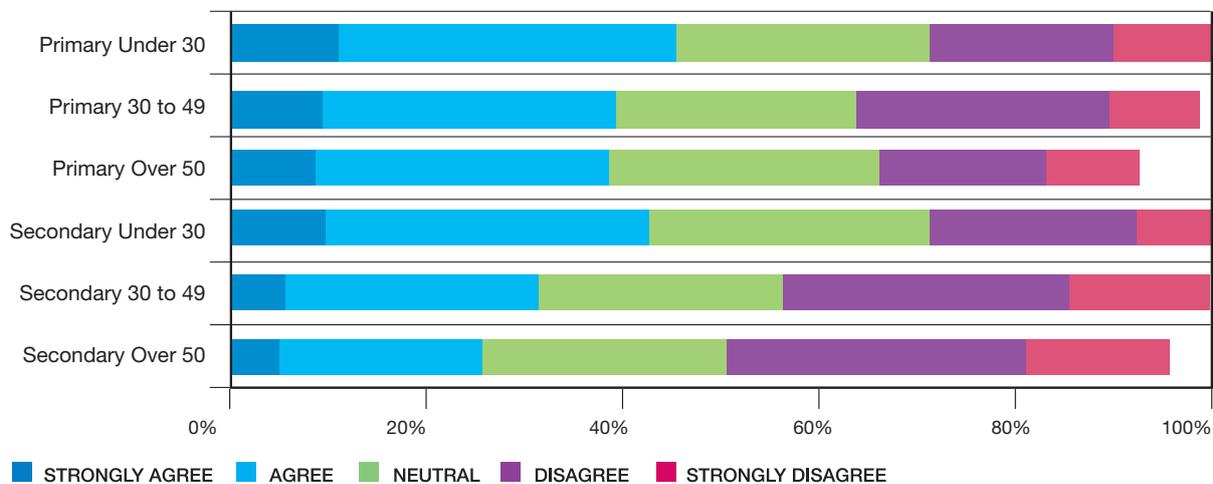
Source: Survey of NASUWT teacher members who had been employed as a teacher in a primary or secondary school in the past year, 'don't know' and 'not applicable' responses excluded

The figure shows that in secondary schools, the likelihood that teachers agree that their CPD needs have been met in the past year decreases regularly with age, with younger teachers expressing the highest levels of satisfaction and older teachers the lowest levels. In primary schools, the picture is more mixed, and it is teachers in the 30 to 49 age group who are most likely to say that their needs have not been met in the past year. This group is also not any more likely than the older age group to agree to some extent that their needs have been met.

Across the research, issues have been raised about the treatment of older teachers, particularly female teachers over 50, but in relation to CPD, it appears that age becomes a factor at a younger age. With financial constraints appearing to limit access to CPD it seems that attention is focused on the youngest and/or newest teachers, leaving little for those who are older and/or more experienced. Qualitative evidence from the survey also suggests that in some schools, particularly those with a younger Senior Leadership Team (SLT), younger teachers are regarded as more dynamic and ambitious, as well as more likely to buy into the philosophy of the SLT and less likely to challenge decisions.

> *"The not-entirely-frivolous saying in my school is that once you are 35 years of age you instantly become invisible."* (Survey respondent)

4.4 Equality in access to CPD

Finally, teachers were asked in the survey whether CPD was allocated fairly in their schools. Overall, less than a third of teachers agreed to some extent that it was, and amongst some groups: BME teachers in both primary and secondary schools; older teachers in secondary schools; and teachers with a disability or long-term illness in both primary and secondary schools, this figure falls to less than a quarter. This is very low, although it must be noted that around a third of teachers gave a neutral response to the statement 'CPD is allocated fairly in my school', possibly because CPD is not allocated in some schools, but is given uniformly to everyone, or because they are unaware of how CPD-related decisions are made in their school.

Figure 4.7 shows the difference between the proportions of respondents with and without a protected characteristic who agreed to some extent that CPD was allocated fairly in their school. As can be seen, all teachers with a protected characteristic, with the exception of younger teachers, are less likely than their comparator group to agree that CPD was allocated fairly. Gender and ethnicity differences are more marked amongst teachers in primary schools, while differences between age groups are more significant amongst teachers in secondary schools.

Figure 4.7 Difference between proportions of respondents with protected characteristic who agreed that 'CPD is allocated fairly in my school'
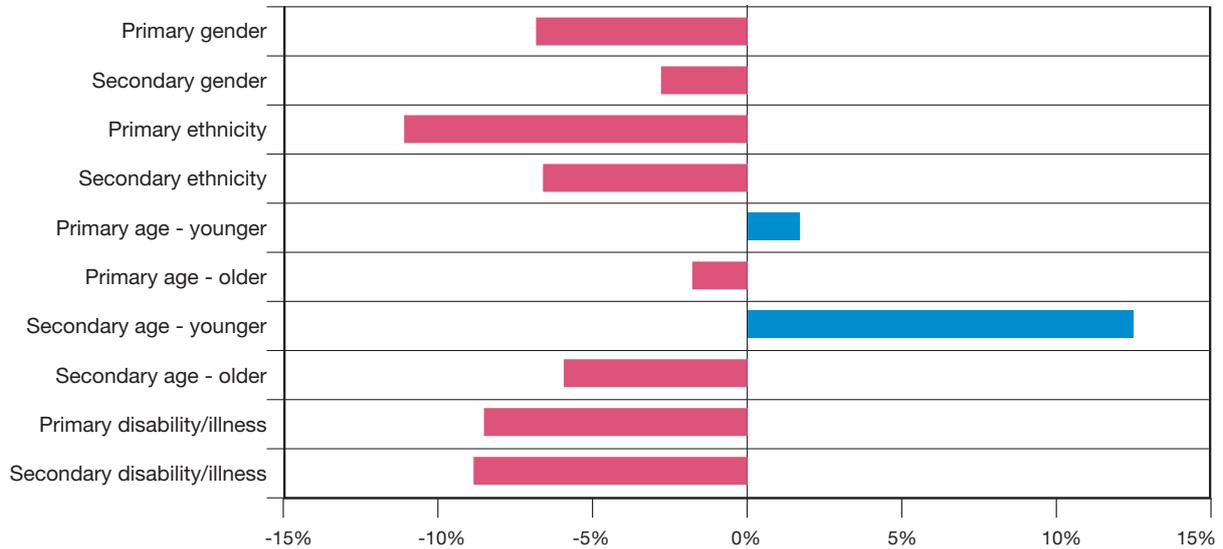
Source: Survey of NASUWT teacher members who had been employed as a teacher in a primary or secondary school in the past year, small groups excluded

Figure 4.8 shows differences by gender. It shows that despite being in the majority amongst both primary and secondary teachers, female teachers are less likely to agree to some extent and more like to disagree to some extent than male teachers.

Figure 4.8 'CPD is allocated fairly in my school' by school level and gender
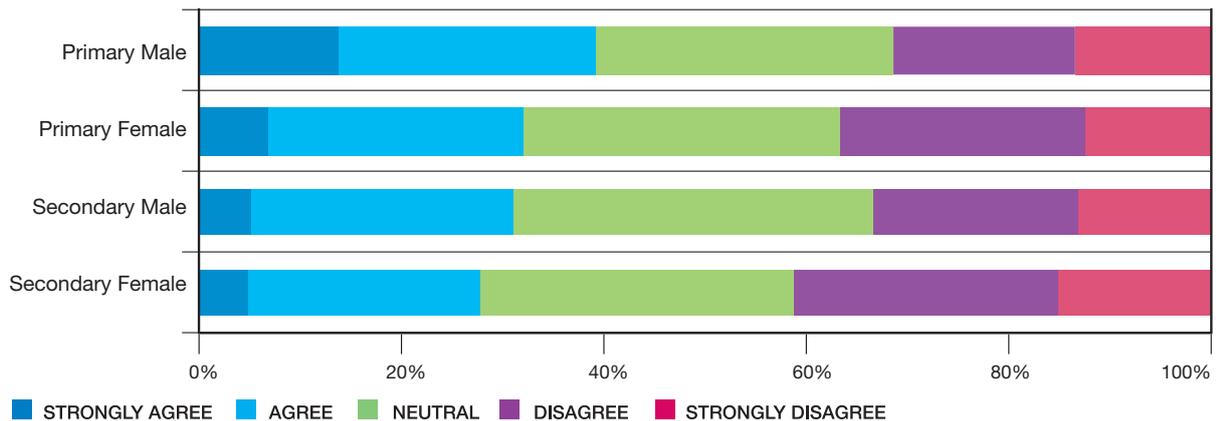
STRONGLY AGREE   AGREE   NEUTRAL   DISAGREE   STRONGLY DISAGREE

Source: Survey of NASUWT teacher members who had been employed as a teacher in a primary or secondary school in the past year, small groups and 'don't know' and 'not applicable' responses excluded

As in the case of ethnicity, the relative exclusion of female teachers from CPD and related career development opportunities is concerning both for individual teachers and for the establishment of role models in positions of responsibility for teachers and pupils.

> *"Younger and favoured staff get most of the CPD training, women are rarely promoted beyond middle management - only one female member of SMT. The staff in the school is overwhelmingly females rather than male, but the males are in charge and hold onto power."* (Survey respondent)

As the above quote suggests, with limited resources and little external control, access to CPD and associated progression opportunities can be used as a way of rewarding those whose 'face fits', who are seen as being like those who make the decisions about allocation, as well as those who are compliant. This has implications for progression of minority groups and raises significant questions about how pay and progression may be determined in the future when the new regime that affords the same kind of flexibility to pay and progression as is currently given to CPD allocation is fully embedded.

"I feel that now as happens where I work the same people have access to CPD, they have more opportunities than others. There is a definite group of 'favourites' and this makes the new pay and progression very unfair." (Survey respondent)

4.5 Summary of continuing professional development

Satisfaction with CPD opportunities

Dissatisfaction with opportunities for CPD were relatively high across all survey respondents, with around a third reporting that they had not been given time to access CPD, that they had a say in decisions about their own CPD and that CPD opportunities were allocated fairly in their schools.

Equality of access

As was the case when examining their experiences of pay and progression, teachers from a BME background and those with a disability or long-term illness express higher levels of dissatisfaction with their access to CPD.

Age also appears to be related to access to CPD and perceptions of fairness. Older teachers are more likely to say that they have not been given time to access CPD and to think that it is not allocated fairly in their school, while younger teachers express significantly higher levels of satisfaction.

Non-protected characteristics

Data from the survey also suggests that there are particular groups who are disadvantaged in relation to CPD. These include: teachers working part-time who find that CPD activities take place at times when they do not work; teachers of non-core subjects who note that extra CPD opportunities are given to teachers of core subjects because of the importance placed on pupil achievement in these subjects; and supply teachers, both those who are employed by their school and, particularly, those who are employed by agencies, who are often completed excluded from CPD opportunities.

5. EQUALITY AND DISCRIMINATION IN YOUR SCHOOL

A series of survey questions were asked about how fairly teachers perceived they and others were treated in their school, as well as their views on fairness in their employment conditions. The following section presents their views on the treatment of teachers with different protected characteristics and also characteristics of employment. This is followed by sections which look at the experiences of people with a particular protected characteristic, firstly comparing their views on fair treatment in their schools with teachers who do not have the protected characteristic under consideration and then focusing on individual experiences of discrimination, including data from the interviews and focus groups.

5.1 Perceptions of fair treatment

Figure 5.1 Proportion of teachers believing that teachers in their school are treated fairly regardless of particular protected characteristics
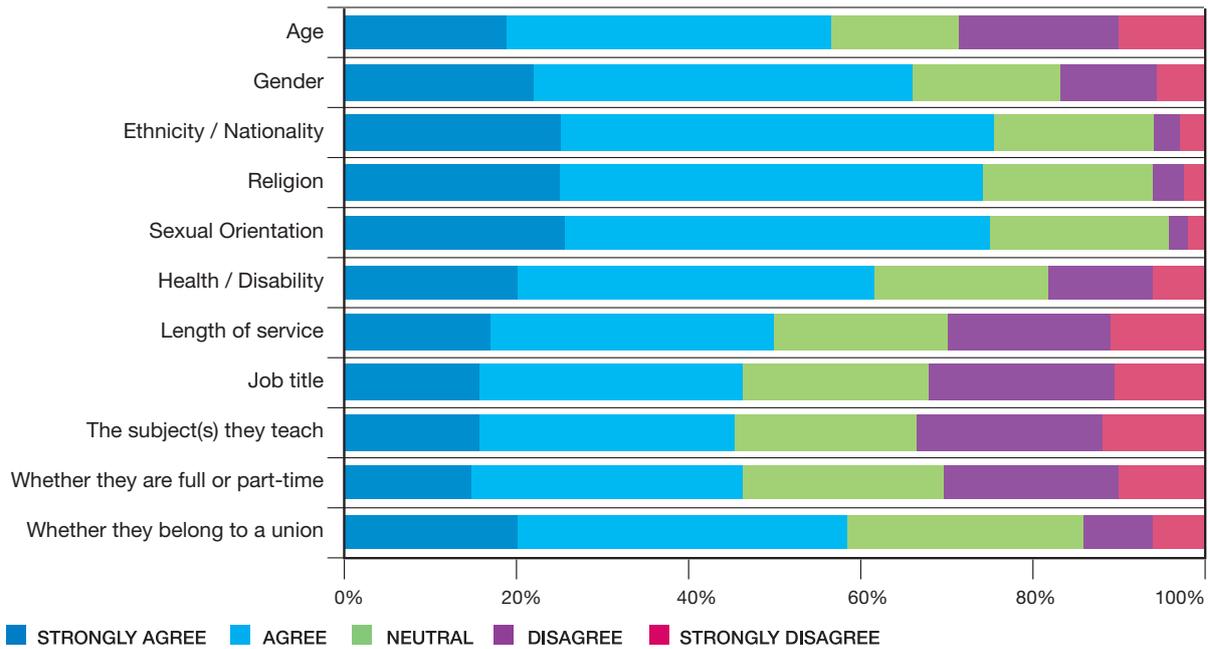
Source: Survey of NASUWT teacher members who had been employed as a teacher in the past year

The strongest positive responses received were for ethnicity/nationality, religion and sexual orientation, with three-quarters feeling that schools treated staff fairly on these dimensions. Two-thirds gave positive responses on gender, but only around three-fifths responded positively on health/disability, union membership and age.

Less than half responded positively for full or part-time status, length of service, job title, and subject taught. The highest percentages strongly disagreeing with the question (around a tenth in each case) were for subject taught, length of service, job title, age and full or part-time status.

Respondents were also asked whether they thought that overall, teachers in their school were treated fairly. Nearly half of teachers thought that teachers were treated fairly. On the other hand, over a quarter report that teachers are not treated fairly although only 7 per cent of teachers disagreed strongly with this question.

Figure 5.2 Proportion of teachers believing that teachers in their school are treated fairly overall

Source: Survey of NASUWT teacher members who had been employed as a teacher in the past year

35
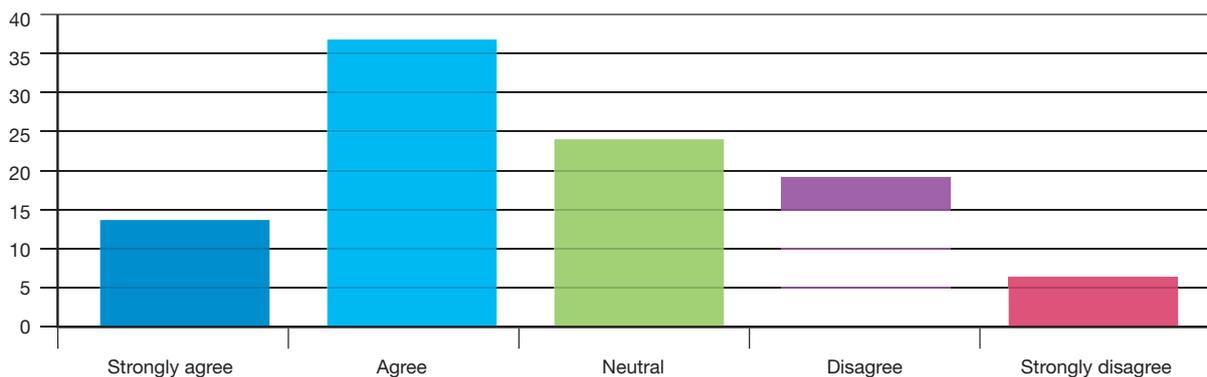
Breaking responses down by protected characteristics and employment characteristics shows that:

- Younger teachers were more likely to agree to some extent (i.e. to have selected either 'strongly agree' or 'agree') that teachers in their school were treated fairly than older teachers.
- Teachers from Asian and Black ethnic groups were more likely to disagree than agree and were more likely than White teachers to disagree.
- The small group of Muslim, Hindu and Sikh teachers were most likely to disagree.
- Teachers with a disability or long-term illness were less likely than average to agree that teachers are treated fairly and more likely than average to disagree.
- Heads and other senior staff were most likely to agree with this statement. Newly qualified and unqualified teachers were also highly likely to agree.
- Classroom teachers post-threshold were most likely to disagree to some extent, while supply teachers were least likely to agree.

5.2 Fairness in employment conditions

Survey respondents were asked about experiences of discrimination and how they viewed their job on a number of measures. They were also asked about whether they thought that any concerns they had about unfair treatment would be addressed adequately in their schools. The results are shown in Figure 5.3.

A fifth of teachers stated that they had personally experienced discrimination in issues other than pay and progression in the past year, which is worryingly high. Three-fifths said that they had not personally experienced discrimination in the past year.

Figure 5.3 Agreement and disagreement with statements about employment conditions
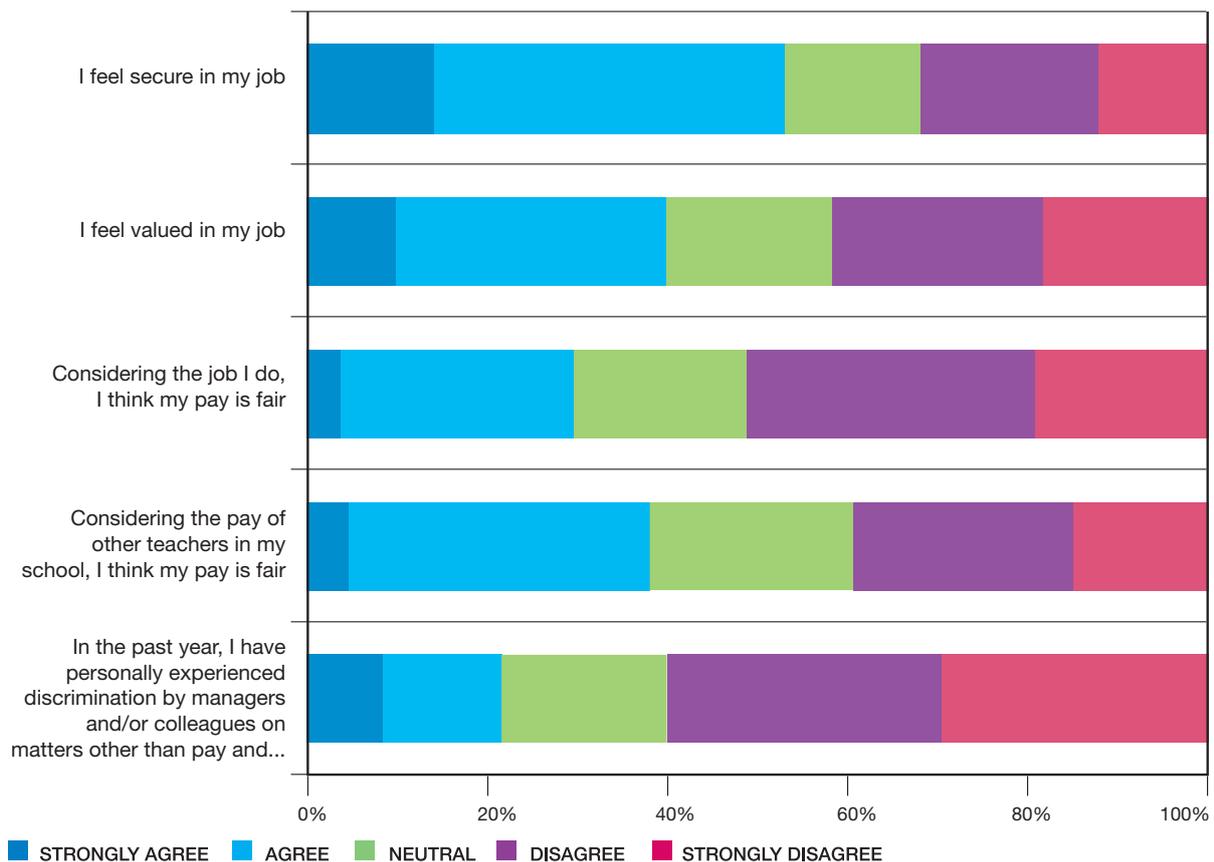
Source: Survey of NASUWT teacher members who had been employed as a teacher in the past year.

Disabled/long-term ill teachers, supply teachers, Black teachers, the small group of Muslim, Hindu and Sikh teachers and LGBT teachers were most likely to agree that they had experienced discrimination in the past year, while newly qualified teachers, young teachers, heads and deputy heads were most likely to disagree. The figures are quite consistent across school type (both primary/secondary and LEA/academy), but teachers in schools rated *'inadequate - serious weaknesses'* in the latest OFSTED inspection were more likely than those in other schools to report that they had experienced discrimination. A third of teachers in these schools reported that they had experienced discrimination by managers or senior colleagues in the past year, compared to 17 per cent of teachers in *'outstanding'* schools.

In terms of raising the issue of unfair treatment, the qualitative research found much evidence of teachers' increasing unwillingness to complain about any perceived discrimination. For example, the focus group with younger female teachers highlighted some direct examples of unfair treatment but teachers said that they preferred not to stand up and complain *"because jobs are so valuable"*. One teacher said that she had been told that all teachers had to come in and help to paint the school but she refused (others did, however): *"and they did it because it was their livelihood"*. Another added that teachers were *"obliged"* to do lunch duties. One added *"and there's no fight left in some people, they've been so dragged down"*. Similarly, in the focus group with disabled teachers, one teacher commented that because jobs were hard to get for many teachers:

> *"For some people, as long as they're in a job and they get something out of it, they're just going quiet, because the moment you lift up your head and want to confront them, you're the one that's gone"*.

It was reported that senior managers were using the threat of redundancy as a means of reducing progression payments, i.e. because of limited resources, they could offer progression but this would mean redundancies in the near future (most teachers would choose not to risk redundancy). Union staff also highlighted several examples of teachers not willing to complain about unfair treatment. A teacher and local negotiating secretary told us that members are reporting that those challenging a decision or appealing are put on capability and even though the appeal process is there, nobody is willing to pursue it as they are *"terrified"*.

5.2.1 Perceptions of job security

Over half of survey respondents agreed to some extent (selecting either *'agree strongly'* or *'agree'*) that they felt secure in their job, but nearly a third disagreed to some extent and 12 per cent disagreed strongly. Senior staff are most secure and supply teachers least secure. Younger teachers are more likely to agree that they feel secure than older teachers. Women are slightly more likely than men to agree they feel secure. Teachers from all Black and Minority ethnic groups (particularly Chinese and Other teachers) are least likely to feel secure. Disabled/long-term ill teachers, supply teachers, teachers from BME groups, and those with minority religions are most likely to disagree that they feel secure in their jobs, while older teachers and men are also more likely to report feeling insecure.

As would be expected, teachers in high performing schools (with an OFSTED grade of outstanding) were the most likely to feel secure in their jobs, while those in special measures were the least secure, with over half the teachers working in schools in special measures disagreeing to some extent that they felt secure. Teachers in academy schools were slightly less likely to agree that they felt secure in their jobs and slightly more likely to disagree, while teachers in primary schools were three percent more likely than those in secondary schools to feel secure and eight per cent less likely to feel insecure.

5.2.2 Perceptions of being valued

The proportions of teachers who felt valued in their job follows a similar pattern. Overall, the proportion of respondents who agreed to some extent that they felt valued in their job was similar to the proportion who disagreed, both at around 40 per cent. However, 18 per cent strongly disagreed that they felt valued, twice as high as the percentage who felt strongly that they were valued. Differentials are quite narrow, but newly qualified and supply teachers, as well as more senior staff, are most likely to agree that they feel valued. Disabled/long-term ill teachers, teachers from BME groups and classroom teachers are least likely to agree that they feel valued. Two-fifths of teachers also disagree that they feel valued, with Disabled/long-term ill, South Asian, Chinese and Other and Black teachers and those with small group of Muslim, Hindu and Sikh teachers being most likely to disagree. Nearly half of classroom teachers post-threshold disagree.

The proportion of teachers in primary schools who agreed to some extent that they were valued by their school was six per cent higher than the proportion of secondary school teachers who agreed they felt valued. Similarly, the proportion of primary school teachers who disagreed to some extent that they felt valued by their school was eight per cent lower than the proportion of secondary school teachers who disagreed. Teachers in *'outstanding'* schools were the most likely to agree that they felt valued, but interestingly, a higher proportion of teachers in schools in special measures felt valued than teachers whose schools were judged 'inadequate - serious weaknesses'. As in the case of feeling secure, teachers in academy schools were slightly less likely to agree that they felt valued, but this was a less significant difference than, for example, the difference seen between teachers in primary and secondary schools.

5.2.3 Fair pay

More than half of respondents felt that considering the job they do, their pay was not fair, with 19 per cent strongly disagreeing that their pay was fair. Only 30 per cent of teachers agree that their pay is fair. Differentials between types of teacher are quite small, but BME teachers are least likely to agree (only 5.9 per cent of those from Chinese and Other groups agree. Classroom teachers and newly qualified teachers are much less likely than average to agree, but just over half of heads agree. Over half disagree, with newly qualified teachers, South Asian or Black teachers, the small group of Muslim, Hindu and Sikh teachers, classroom teachers, disabled/long-term ill and supply teachers most likely to disagree.

When comparing themselves with other teachers in their school, the percentage agreeing to some extent increases. The

pattern of agreement is similar to the previous question, with newly qualified teachers and teachers from Black and Minority Ethnic groups and minority religions least likely to agree. Nearly two-fifths of teachers disagree and the percentage disagreeing is highest for Black and Minority Ethnic teachers, newly qualified, classroom and supply teachers. Differences between teachers in different types of school were small, although teachers in schools judged as *'inadequate'* in their latest OFSTED inspection were slightly more likely to disagree that their pay was fair considering the job that they do and, more surprisingly, in relation to other teachers in their school, which may indicate that they feel themselves to be good teachers in otherwise poorly performing schools.

5.3 Experiences of discrimination

The following sections focus on the views of teachers with a particular protected characteristic and how they compare to those without the particular characteristic. It focuses on those protected characteristics where there was the greatest divergence in views between the two groups. For this reason, sexuality and religion are not discussed in detail, as, with the exception of small group of Muslim, Hindu and Sikh teachers who were more likely to think that teachers were not treated fairly on the basis of religion, there was little difference between teachers from minority and majority backgrounds. When the views of teachers with a protected characteristic differ strongly from those without a particular protected characteristic, this may indicate that teachers with a protected characteristic are isolated and unsupported in their schools, although further research is necessary to investigate this contention.

5.3.1 Ethnicity

Figure 5.4 Proportion of teachers believing that teachers in their school are treated fairly regardless of their ethnicity or nationality
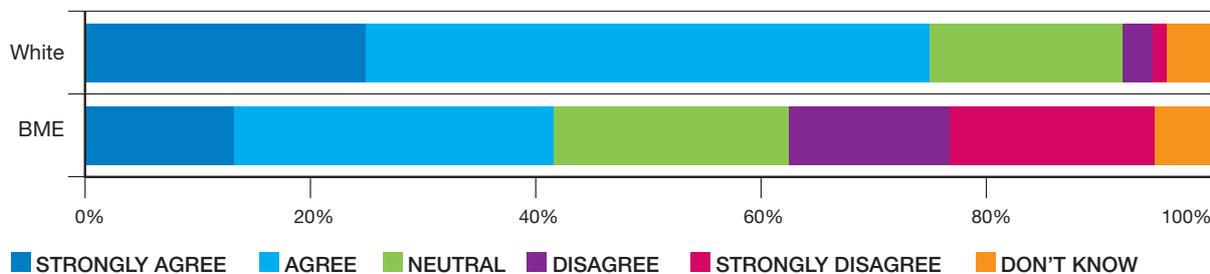
Source: Survey of NASUWT teacher members who had been employed as a teacher in the past year, excluding teachers who declined to provide their ethnicity

As Figure 5.4 shows, teachers from a BME background were significantly more likely to disagree that teachers in their school were treated fairly, regardless of their ethnicity or nationality. This finding is consistent across all the minority ethnic groups, with the proportion disagreeing being particularly high amongst Black and South Asian teachers.

In the survey, teachers from a BME background provided comments about their personal experiences of discrimination:

"A member of the SLT/line manager for my department said I have a strange accent and an aggressive body language that must be a cultural thing". (Teacher from a Chinese or other ethnic background)

"Black teachers face challenges from students but they are not supported."
(Teacher from a Black ethnic background)

"My HOD looked over a letter I wrote to send out to parents and mentioned my Jamaican writing and being left out on plans for the department deliberately, even when I ask about it. A racist report I made was ignored. The report was made in January and it is still not resolved. I think they are waiting for the year 11 child to leave." (Teacher from a Black ethnic background)

"Strangely, the few ethnic minority teachers that we have in the school are labelled as either aggressive, not committed to the school, incompetent and placed on competency and forced out or as walking around the school with "a sad face" that brings others down." (Teacher from a Black ethnic background)

"I was given extra work load in comparison to other SLT leaders and not given CPD like other staff. Being bilingual also was used against me, I was expected to know how to plan for Romanian children and I don't even speak that language." (Teacher from a South Asian background)

"I was undermined by an assistant head teacher then told by the Head to apologise to her for challenging her, I was told I was being unprofessional. I asked for time off to celebrate an important religious festival (I only ask for one day a year) and this was denied, despite it being a Catholic school which is supposed to tolerate all faiths as part of its policy." (Teacher from a South Asian background)

"The school that I work for is a multi-faith school with a Sikh ethos. However, the Sikh teachers, who have the skills to embed such an ethos, are not getting ahead. It feels like reverse discrimination. Furthermore, the head teacher and governors seem to behave inconsistently with staff, including SLT. The experiences which some SLT members have related have been truly shocking." (Teacher from a South Asian background)

Similar issues were reported in one of the interviews. For example, a supply teacher describing herself as *'black/mixed race'* believed that discrimination had *"got in the way of her career".* She also knew that working in a female-dominated profession meant that there were different ways of behaving – women could be *"catty and competitive".* She felt very much that she had been treated differently, e.g., when she walked into a school as a consultant but it was assumed that she was the cleaner. She did ask for a pay rise for retention and then asked to take on a different role, but was refused on both occasions. She tried to get TLR, but this was given to the head teacher's friend instead (Teacher, has just left the profession, female, Eastern region).

5.3.2 Age-related discrimination

Discrimination in relation to age can occur for both younger and older teachers. It can, in some cases, be difficult to separate discrimination on the basis of age from issues related to seniority and length of service, as is discussed later.

Figure 5.5 Proportion of teachers believing that teachers in their school are treated fairly regardless of their age
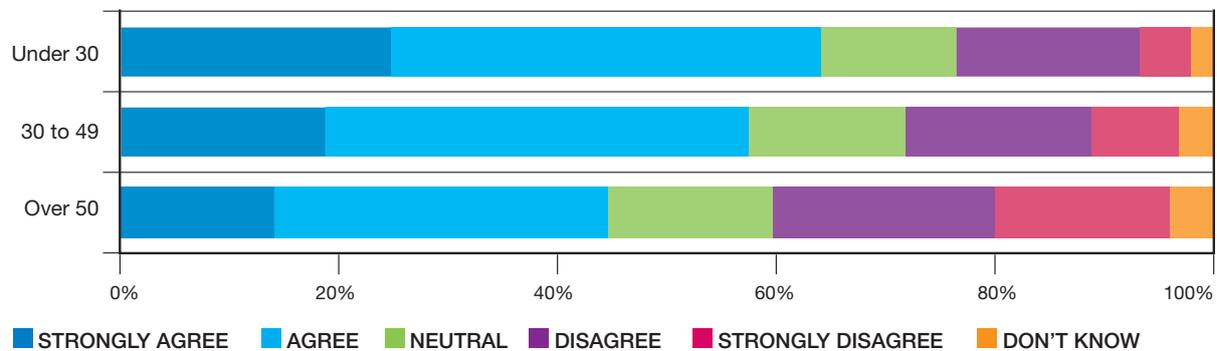
Source: Survey of NASUWT teacher members who had been employed as a teacher in the past year, excluding teachers who declined to provide their age

Figure 5.5 shows the proportion of teachers in each age band who thought that teachers in their school were treated fairly, regardless of age. It shows that older teachers are much less likely to think that teachers in their school were treated fairly, regardless of their age. This does not necessarily mean that these teachers believe that people are subject to unfair treatment because they are older teachers - it can be the case that older teachers are more likely to recognise age discrimination at either end of the age spectrum because the potential for such discrimination is of particular concern to them. It must also be noted that teachers in the over 50 age group were more likely to believe that teachers in their school were treated unfairly on the grounds of other protected characteristics, including ethnicity and religion, regardless of whether they had this particular protected characteristic.

a) Older teachers

By far, the majority of participants in both the focus groups and interviews talked about issues relating to age discrimination. There was general consensus that older teachers were seen to be more expensive and therefore were more vulnerable to discrimination, in favour of younger (cheaper) teachers. This involved teachers being put on capability – or being threatened with capability – procedures, which often acted as a stressor and a spur for teachers to take early retirement.

Some argued that this was not an age-related issue, however, but rather that it was an issue related to seniority, which resulted in higher salaries. On the other hand, in the focus group with older women, the researcher asked for clarification on whether or not any perceived discrimination was due to age or to seniority, and there was a general response that it was age-related: *"experience comes with age, doesn't it?"* One participant said that she had chosen not to apply for UPS2 *"because I feel that I will price myself out of the job market".* She later reiterated this and added:

"Looking at the school that I'm in, all the teachers that have been taken on are NQTs. When I started teaching, there would be a mix: you'd have a few NQTs, a few teachers who'd been in the job for a few years and you'd have a number of experienced staff. I think increasingly when you look at the make-up of staff at schools, more and more so, you find less and less over-50s. And I'm aware of lots of teachers in local schools where I've previously done supply, who have taken – well, I say, early retirement, who have left the profession, and I'm not totally convinced it's not because they haven't been put under undue pressure and there's been a little bit of pushing going on".

She added that if a school can get a teacher who will cost £8,000 or £9,000 less, especially in an Academy (although she added that all schools are now in charge of their own budgets), *"doesn't it make sense if they can get someone cheaper"*?

Other teachers reported on attempts to hide their age in an effort to secure a particular post. For example, one participant in the older teachers' focus group, who was actively looking for permanent teaching jobs, said that when applying for such jobs, she deliberately excluded her age.

> *"And I see the same jobs coming up in the same schools and I think there's no point because they're just looking for another NQT…and it says "with a view to becoming permanent", "experienced teachers welcome to apply" [laughs]…as soon as they see NQTs, they don't want you at all!...They see you and judge you basically on how old you are".*

Three schools had already told her that they would love to keep her [on a permanent basis] but they were unable to afford her. There was some evidence of older teachers being used as a last resort, but even in these cases, they were eventually discriminated against on the basis of age and seniority. As an example, another participant in the focus group added that:

> *"When a school really wants a teacher and they can't find a cheap teacher, then they will look at an older teacher but they'll put you on a temporary contract…and you can do a year with them and no matter how good you are, you will be said goodbye to at the end"* (Older female teachers, focus group).

There were many such examples of age-related discriminatory practices and another female teacher and union rep said that there was a *"definite push to move on people who cost a lot of money, to make life uncomfortable for them"* (this included older teachers and those who had progressed quickly but did not want to move). This teacher told us that there was now a prevailing attitude within her school of "you can get off the bus at the next stop" (i.e., take early retirement, a term which was used as a joke by teachers in the school). The new Head had made changes to *"push them on"* (Teacher and union rep, female, interview).

Even Head teachers felt that age discrimination could be an issue, although many were less vocal in their concerns and others felt that the changes were a positive change to move on teachers who were not performing. One school leader told us that discrimination was *"definitely a factor"*: in primary schools, the job is very physical (even governors and parents have the notion that teachers should be young and energetic but there is also a need for *"experience and gravitas"* which comes with age). The language used by teachers themselves also underlined this, e.g., she recently heard two TAs at her school discussing an older teacher as *"tired now"* (School Leader, female, West Midlands).

In the focus group with older teachers, the physical nature of the job was also a point of some debate. One commented on teaching as a long-term profession:

> *"…and of course we're going to have to go on until we're 67, and my chances of doing what I'm doing at 67 I feel are very, very slight [others loudly agreed here]. I don't think I'm going to actually be able to do my job at 67".*

This teacher felt that in other professions, there was some acknowledgement when there was a large physical element to the job (e.g., Police, Fire services, etc.), allowing staff to retire earlier, whereas in teaching, the physical element went largely unnoticed and unappreciated. *"That concerns me with my longevity"* (Older female teacher, focus group).

Union staff had also been seeing more issues related to age discrimination but reported that teachers in general were now less willing to complain and to appeal against any decisions taken, also highlighted in earlier sections of the report. As a result, it was difficult for the union to know the real numbers being discriminated against, even though they were aware of lots of anecdotal evidence, as well as some specific cases. One said that there has been a *"significant peak in the number of older women with issues around capability"*, which was described as *"really worrying"*. Often, these were women with good teaching records but were "now hitting a brick wall on performance". Lots were put on capability but in fact, women in their mid-fifties tended to go for settlement: *"they can't take it and leave";* the union was finding it hard to persuade them to challenge these decisions. He added that there were now many more ads targeted specifically at inexperienced teachers, i.e., those with 5-6 years' experience, which was effectively discriminating on the basis of age. Younger teachers were *"definitely cheaper"* and Heads also said that "they can be moulded to X profile" (Union staff, male, Eastern region).

b) Younger teachers

Some young teachers also reported problems, however, and there was general agreement in the focus groups and interviews that there was a high potential for discrimination at both ends of the age distribution. In one case, it was reported that a young teacher was refused progression but the union fought her case and won; as soon as she won her case, she moved on to another job in a different school (Teacher, female, North-west). In the focus group with older women, one teacher told us: *"the NQTs will get their jobs for one year, it might be renewed another year and then you're out".* There was agreement that NQTs would only be made permanent if they met the school's particular criteria. One older teacher added: *"it's no better, really, at the other end"* (Older female teachers, focus group).

In the focus group with younger female teachers, many reported on the need for teachers to do as they were told, creating a culture of fear and potential intimidation. For example, one said,

> *"There's a divide and conquer mentality with it as well…because you'll be brought along for a meeting and as long as you're toeing the line, not causing too many ripples or problems in the school, doing the admin tasks and the extra cover, your pay will progress".*

Many in this focus group went on to discuss the financial concerns of being a young teacher on a temporary contract and how the process appeared to be very subjective (another case of *"if your face fits"*).

The participants in the focus group also discussed the future of the teaching profession: many believed that morale was already low and would become even more so, and that young teachers would not remain within the profession. Demands were already high and young teachers were finding it difficult to cope. One said,

> *"I think what will happen is that you'll just have a rolling programme of NQTs starting, lasting 2 years, getting burnt out, then another group of NQTs coming in…".*

She thought that graduates would get enough money to pay off their student fees, teach for two years, find they couldn't manage the workload and stress and then move on. *"You won't get anyone over 30 doing teaching".* One young teacher said that the general feeling among her friends was that teaching was only sustainable because none of them had children or families yet but if and when they did, this would change. Another agreed and added that:

> *"…the level of burnout is going to increase; it's getting to the point that you just can't maintain it, all the changes with the Academies, the culture, everything, it's just exhausting".*

CASE STUDY - AGE-RELATED DISCRIMINATION
(Female teacher aged under 50, focus group)

One female teacher discussed the potential for age discrimination with the new policies and how they might impact on younger teachers. She said,

"I'm in my fourth year of teaching now and I don't have a permanent contract yet. There was me and somebody else on maternity cover; the other one got kept on, not me; there was no consultation, I found out from her that she was being kept on and I wasn't".

She then went via a supply agency to another school for a year and was put into a year group for which she had no training or experience and was offered no extra support,

"so I didn't meet my conditions but they sort of conceded that they'd made it unfair, so instead of just getting rid of me, they've given me another conditional contract".

The teacher added that she felt constantly pressurised not to follow union action because of her temporary status and added:

"I've done everything I possibly can to get a permanent contract but it's impacting on my life because I can't get a mortgage so I can't move out, and it's been going on for three and a bit years now".

5.3.3 Disability

Across the various protected characteristics, it is in relation to disability and long-term illness where the greatest difference can be seen between teachers with a protected characteristic and those without. This is likely to reflect the *'hidden'* nature of many disabilities and illnesses. Teachers may witness another teacher being treated in a way that they perceive to be unfair, but not know that this treatment is a consequence of discrimination on the grounds of a disability or long-term illness of which they are unaware.

> *"I have a disability - the discrimination is continuous - no account is taken of nor provision is made for my needs unless I make a fuss about it - and then made to feel over-demanding, a nuisance etc. Management and other staff have no understanding of disability issues, unless the disability is visible (e.g. wheelchair)"* (Survey respondent)

> *"I am registered disabled and yet some days I have nowhere to park in school. I think that people think that my disability (MS) is not disabling and I'm making a fuss over nothing. I am tired of fighting for my rights to make my life easier so that I can teach effectively."* (Survey respondent)

Figure 5.6 Proportion of teachers believing that teachers in their school are treated fairly regardless of whether they have a disability or long-term illness
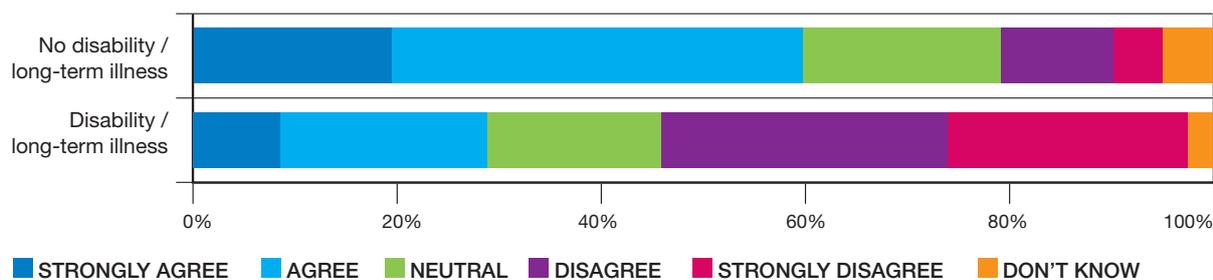
Source: Survey of NASUWT teacher members who had been employed as a teacher in the past year. Teachers in the disability and long-term illness group are those who believed that they had a disability or long-term illness that affected their ability to do their job.

Teachers in the survey spoke of a lack of adequate support for returning to work after an illness, as well as a lack of ongoing support. As the quote below illustrates, teachers with a disability, and in particular those with physical disabilities including mobility problems and partial sight or hearing, reported being made to feel like they were an inconvenience and simple steps were not taken to accommodate their needs.

> "I have lost my management allowance due to 'redundancy' of my role as lead of vocational education and careers, yet I am still expected to do both roles to ensure I gain my redundancy pay for three years under the 'other duties at the same level' contract rules. This happened when I was off sick long term due to a spinal injury and I was not really supported back to work. I have been made redundant, in reality, due to my ill health and disability. I am clearly an inconvenience. They are now unhappy to pay for access to work materials for me." (Survey respondent)

Teachers with mental health problems also reported a lack of support and understanding from senior staff in their schools, as the following quote shows:

> "I have PTSD, due to previous HM Forces service. This has been diagnosed by the school's own doctor and a Consultant Psychologist, this is documented, diagnosed and agreed as a disability. I sometimes have very bad nightmares and previously was allowed days following these episodes to rest under the Disability Discrimination Act (DDA). The school has problems with absence generally, and I have been told I am no longer allowed these DDA days due to funding issues. However, because they say this doesn't "magically", cure the condition. I am left having to go to school absolutely terrified on occasions as 90 minutes previously I had been ripping someone's throat out with a knife, or repeatedly shooting someone in my sleep, then standing in front of 34 14-year olds and trying desperately to remain calm!" (Survey respondent)

CASE STUDY – DISABILITY-RELATED DISCRIMINATION

(Female teacher aged over 50, focus group)

A female teacher described how she asked over a year ago to move to part-time work for health reasons (she had arthritis and other health-related issues). It took months for her to get a reply and when she did, she was told 'yes, the governors have agreed to you going down to 4 days but can it be Friday [day off] because that's more convenient for school?' As this was not what the teacher wanted or had requested, they compromised on two afternoons off per week but she was then told: 'but you can't have a class because you're not full-time'…

"so I was made the float teacher, and I lasted 4 weeks and my health just couldn't cope with constant moving…I'm supposed to take my laptop on a stand which meant I had to carry a laptop, a stand, a separate keyboard…a special chair, I couldn't keep moving all that from room to room…so I worked without it and lasted 4 weeks….and…I was retired on ill-health in May."

5.3.4 Gender

In both the survey and the interviews and focus groups, discrimination on the grounds of gender did not emerge as a particularly common issue. As Figure 5.7 shows, there was little difference between men and women in their responses to whether teachers in their school were treated fairly, regardless of their gender.

Figure 5.7 Proportion of teachers believing that teachers in their school are treated fairly regardless of gender
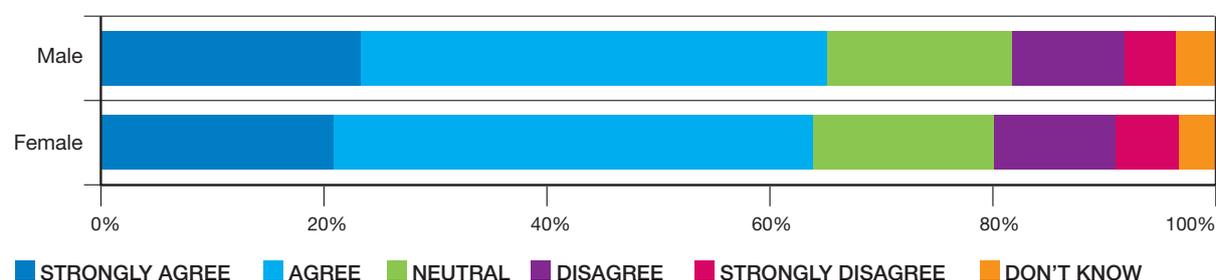
Source: Male and Female NASUWT teacher members who had been employed as a teacher in the past year.

It might be expected that being part of the dominant gender group in a school would have an impact on teachers' perceptions of fair treatment, but this appears not to be the case. This relationship holds in both primary and secondary schools, despite the gender balance being more towards female teachers in primary schools. In the case of both genders, teachers in primary schools were more likely than those in secondary schools to think that teachers were treated fairly, regardless of gender. There were, however, incidents reported of people being isolated or overlooked because they were not in the gender majority group:

> *"At my previous school my department was a 'boys club'. Despite repeatedly getting the highest exam results in the department at both GCSE and A level, I was never supported with behaviour concerns, given less resources than other (male) teachers, deliberately prevented from knowing what was going on and generally talked down to in a way that never, to my knowledge, occurred to the HoD's 'mates'. Eventually I left and although it has meant a cut in pay I am very much happier in my new role."* (Survey respondent)

Gender discrimination was not mentioned specifically in the interviews and focus groups, although many talked about this as an interacting factor with age, i.e., that older female teachers were being targeted unfairly. In some respects, this reflects the gender composition of the teaching workforce. In the focus group with older women, one teacher said that she felt they were just as likely to get rid of an older man as an older woman. Another participant later added that,

> *"I think what you've got to remember is that the people in power in the teaching profession are generally men, the majority of people teaching are women...so inevitably there's going to be a gender issue, because they're the ones that are doing the pushing".*

Later, there was a discussion about supply teachers, and she again reiterated that this was where gender discrimination came in, *"because it will be men selecting the agency, it will be men selecting who they have and men pushing you out"*. However, another teacher felt that it was the same for men and women: *"it's all money. And I think this is the big problem with running schools as businesses"* (Older female teachers, focus group).

5.4 Other factors linked to discrimination

Almost three-quarters of teachers in the qualitative study felt that there were particular points in one's career when a teacher could be more vulnerable to the changes in policy. Only one teacher thought that this was not the case, with the others saying they were uncertain. A similar proportion of school leaders also thought that this was likely. The union staff and other stakeholders were more uncertain about this. When asked at which particular points a teacher may be vulnerable, responses tended to be divided into two (maternity leave and pre-retirement), although these were specific probes included in the topic guide.

5.4.1 Maternity leave

One union employee told us that most discrimination is hard to measure in general but the *"glaring one"* for him was the potential for discrimination against women returning from maternity leave (out of 20-25 pay appeals, 5 of these had to do with maternity leave) (Union staff, male, South-east). Another union employee reported that maternity leave may present a particular problem, e.g., if on leave, a teacher may be expecting to go up a level but the school can now decide for itself what it wants to do and how to apply the pay policy on a teacher's return (Union Staff, male, North-east). Yet another felt that this was *"obvious discrimination"* and, although the union does get cases of teachers not progressing due to maternity leave, they were able to challenge these decisions and win every time (Union Staff, female, North-east).

One of the key issues in relation to maternity leave was the willingness of the Head teacher to allow part-time work, as many teachers would prefer to reduce their hours, at least for a short time, after having children.

> *"As a part-time mother I am viewed as someone who is not committed"* (Survey respondent)

One Head teacher who was interviewed told us that, after her own maternity leave, she returned to work full-time very quickly: she was ambitious and felt that she would miss out if she took longer. Part-time teachers were *"probably overlooked"* for promotion (there were very few part-time jobs at management level) (School Leader, female, West Midlands). Another Assistant Head teacher told us: *"always coming back from maternity leave is a vulnerable point. Priorities change and school priorities may not fit".* The school had two teachers recently returning from maternity leave (one had decided not to return: *"not pushed out, we just can't meet in the middle, can't offer her what she'd like"*) (School Leader, female, Greater London).

One female teacher argued that there was a degree of accommodation in the early stages after maternity leave but that changes could then be made which effectively made life very difficult for the teacher. For example, in her school, when this has happened in the past, part-time work was *"accommodated, but only guaranteed up to summer".* The Head then *"hides behind the timetable"* and made changes, meaning that these women were then forced to come in on 5 days, often for very short periods (e.g., even if working on a 50 per cent contract). This had financial impacts for the mother in terms of childcare, which is very costly, but the teacher also added that there was consequently a *"lack of quality time with children".* Although the Head teacher complained that it was very hard to manage part-time staff, the participant felt that even though this might be the case, he should try and help; really, he just *"wants them to go".* Some have stayed and *"dug their heels in"* and the unions were able to challenge on their behalf (Teacher, female, North-west).

There were some examples of blatant discrimination and bullying tactics. One teacher and local negotiating secretary for the union reported that she had a couple of female members complaining that, while on maternity leave, they were told that they would not progress: *"you can't have met your targets if you're not here".* One member – a French teacher – started to challenge this but was told by the Executive Principal that he would reduce the language department to Spanish teaching only and would make her redundant. It was felt that academies in particular get away with this sort of practice: *"they do what they like".* There was the possibility of an employment tribunal if this happened but *"in the meantime you've got no job"* (Teacher, female, North-west). Being unable to meet targets while on maternity leave was also a concern for a female teacher who was four months pregnant at the time of the interview and thinking about her return to work. She felt that it would be harder to prove evidence at her appraisal in the twelve months after returning. *"They are not even basing their judgements on anything concrete, e.g., A level results"* (Teacher, female, Greater London).

Greater vulnerability during maternity leave was echoed in the focus group with older women, where participants discussed teachers with young children. There was some agreement that once teachers have had children, they could be in a more vulnerable position:

> *"…although they're not meant to discriminate, we're all aware that they do; if they know you've got young children, they may be less likely to employ you because they're kind of guessing that you might have a bit of sickness because your child's ill or you might be compromised in terms of what you can give".*

When asked if these kinds of discriminatory practices might be increased by the new policies, one respondent added that *"they will do anything they can to get rid of somebody who's not going to be 100 per cent there".* Another added *"and it gives them the tools to do it…because data can be interpreted in a number of ways"* (Older female teachers, focus group).

5.4.2 Pre-retirement

Another key point in a teacher's life which may increase the potential for vulnerability to discrimination was pre-retirement. The responses relating to this issue tended to be linked to the issues around age discrimination. One teacher told us that older teachers are *"less malleable":* one member was currently able to retire and take her pension. She added that the attitude of management was that *"if you're not going to go voluntarily, then we'll make you go".* However, she felt that there was little sympathy from the general union membership: *"why not go if you can retire?"* but the respondent added that *"it's your right when you go"* (Teacher, female, North-west).

Another teacher told us that she was unsure why Head teachers had an issue with older women (many prefer younger teachers as they can *"mould"* them). One older colleague in her school was currently on capability and wasn't bothered (she was one year away from retirement). However, an older male teacher in a similar position was very upset about the potential impact on his pension and mortgage (Teacher, female, North-east).

Union staff also reported on some pre-retirement and age-related issues. One said that there were many more women than men over 50 on capability. Previously, she had tried to challenge a school on age discrimination for one woman and was told that 74 of its staff were currently on support plans (the precursor to capability) so it was difficult to prove that this was age-related discrimination (Union Staff, female, North-east).

5.4.3 Type of school

Although, as Figure 4.8 shows, type of school did not correlate strongly with teachers' responses to the question of whether teachers in their school were treated fairly, significant concerns were expressed about the greater potential for discrimination in academy schools:

"I am concerned about my age, I am considered a write-off at 51 in most progressions and believe that as soon as our school goes to 'academy status' I will be hunted down!!!" (Survey respondent at an LEA school)

"From the day the Academy opened there has been an atmosphere of fear where staff from the predecessor schools have felt unfairly treated, particularly with regards to promotions. Many staff have been promoted without the post being advertised and there have been staff who have been promoted without going through an interview. Older staff have been targeted for redundancy and many previously excellent teachers have been placed on so called support programmes." (Survey respondent in an academy school)

"The issues concerning pay have been caused by a lack of funding and investment into the school. Becoming an academy has not helped us as we are alone without support." (Survey respondent in an academy school)

Figure 5.8 Proportion of teachers believing that teachers in their school are treated fairly overall by type of school
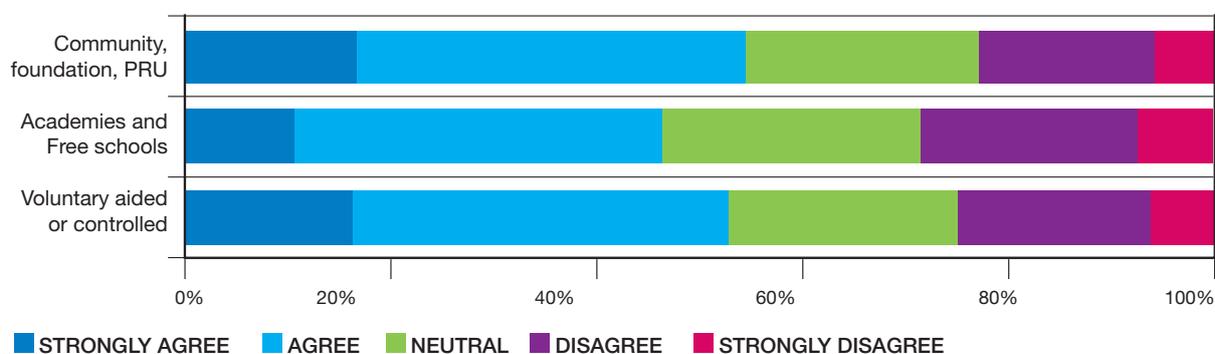
Source: Survey of NASUWT teacher members who had been employed as a teacher in the past year. Teachers working in selected school types only.

Particular concerns were expressed by survey respondents about the 'freedom' that academy status gave to Head Teachers to treat their staff unfairly and the lack of safeguards that exist to prevent this.

"Too much power rests with the Head in an academy and this is open to abuse. Our school has a culture of fear. Many of the strongest and most vocal staff have left because they have been unable to be heard." (Survey respondent at an academy school)

"I feel that the independence that academies have been given to play fast and loose with teachers' professional development and pay progression is inadequate. Whilst the system of LEA's was in place there was always a body watching over the development and treatment of staff. Now the faceless governors and academy trusts have no body other than Ofsted to monitor what is going on in schools and as such often treat staff as third class citizens in their own work place." (Survey respondent in an academy school)

Similar concerns were expressed in the interviews and focus groups. Many teachers reported that academies were becoming more autonomous and that there was a greater potential for discrimination, as pay and progression were solely based on the judgement of the Head teacher or the senior leadership team. For example, one Deputy Head told us:

"I wouldn't apply to an academy, I wouldn't even look at them because I think it is too unstructured, ungoverned - what they can pay people, what hours they can ask them to work, everything." (Deputy Head, female, South-east).

Similarly, a supply teacher told us that:

'Things might be alright at the moment, but we have to be very tentative, because the Academies have got so many so-called freedoms that these are open to abuse." (Supply teacher, female, South-west).

CASE STUDY – DISCRIMINATION IN ACADEMIES

(Female teacher aged under 50, focus group)

A young female teacher described the changes to the pay arrangements in her school. She had been working at the school for 8 years, at which point it then changed to become an academy.

"Before the school became an academy, there was a huge consultation between the Head teacher and the staff and she was very, very forthright and she said 'this is the policy but your pay will not be affected all; we won't implement those changes that the government are recommending'. However, as soon as the school became an academy she went back on all of her promises, so UPS3 progression was delayed for some staff on the basis of performance, and pay is now at the discretion of the Head teacher, and there is no real transparency about this because the Head teacher has conversations with people and they're not aware who's got the pay progression and who hasn't, and what the pay scales are."

Participants in a focus group agreed that *"with more and more academies, I think you are even less bound by checks and balances; I think teachers in academies are extremely vulnerable"* (Older female teachers, focus group).

An Assistant Head teacher also said that the potential for discrimination depends on the school. In his academy, all the staff were young now and *"fit a particular stereotype"* so they progress faster. *"If your face fits",* there was a far better chance of being promoted. In the past, the teacher felt that schools were protected by the Local Authority but the new changes meant that everything was now down to the Head's discretion: *"the performance management system is a shambles"* and open to discrimination. In describing the interview process for a History teacher the previous year, he said that the best teacher was a young woman with three children. However, the academy did not want to take her on, even though she was clearly the best candidate. As the Assistant Head teacher, he argued against their preferred choice of teacher for the post and eventually the best candidate was appointed; however, he said that if he hadn't been there, this would not have happened. When asked if there was any accountability at the school, he added *"accountability is now the Head teacher"* (Assistant Head teacher, male, interview).

Academies were not the only schools with the potential for greater discriminatory practices, although they were certainly the most frequently cited by participants in both the focus groups and the interviews. Another teacher in the focus group with older women told us that her previous school was a Catholic school *"and if you were a Catholic teacher you were in the inner sanctum and you got what you wanted, and if you weren't, forget it. And that was so wrong; very, very wrong"*. When it came to UPS3, the head was *"setting his own goals and hurdles"* and those favoured by him got through (Older female teachers, focus group).

5.4.4 Contractual status

Contractual status, like school type and level of education, can be considered an intervening factor when looking at the relationship between protected characteristics and pay and progression policies. Someone with a protected characteristic may not be explicitly disadvantaged because of direct discrimination based on their having a protected characteristic, but may find themselves experiencing negative outcomes because people with particular protected characteristics are over-represented in groups that are particularly susceptible to negative outcomes. For example, women are over-represented amongst part-time teachers, and part-time teachers were more likely to report issues with pay and progression, but in some cases it was their part-time status, rather than being a woman, that had left them susceptible to disadvantageous outcomes.

a) Supply teachers

Relatively few supply teachers took part in the survey, and those who did so were no more likely than permanently employed teachers to believe that overall teachers in their school were treated fairly, but, as might be expected, more likely to give a neutral response to the question. However, there were some instances reported of significant issues related to the treatment of supply teachers:

"As a supply teacher I have felt very isolated in particular schools in which there are massive behaviour problems. There is little support given, kids disrespect supply teachers they don't know, teaching on the top floor of a building with 3 empty rooms with kids who are skiving and fighting, with no response to the emergency alert - "oh it is just a supply teacher" - is intimidating. This is how I have felt discriminated against. Also, people want their 'money's-worth' out of their supply teacher. I have sometimes had no break, no coffee/tea for 5.5 hours at a time. My main worry about this new pay regime is that teachers who work their butt off are not rewarded. [...] Whilst I think it is good to weed out consistently poor teachers it puts heaps of pressure on everyone to be ticking boxes and watching our backs instead of getting on with our job. Everyone is terrified of not being good enough. Those who observe us, don't do OUR job. Also, supply

teachers should be able to have access to CPD regarding curriculum change and new practice, not just endless courses on Child Protection and how to be an exam invigilator." (Survey respondent)

In the interviews, several teachers discussed discrimination against supply teachers, who had little support and were already vulnerable to some underhand practices, both within schools and within supply agencies. At the time of the focus group, a long-term supply teacher had just been told by her current place of work that they would not pay above main pay range point M5 (she had already been doing the job on a fixed-term contract on a main pay range point M6 as she was UPS3). *"…I went for an interview, I got this role … and the school said we just can't afford to pay you UPS3 so you've got a choice, you either work…or you don't work".* Other focus group participants discussed the vulnerability of supply teachers: most teachers now signed up to an agency *"and you have to waiver your UPS, your experience, they charge a flat rate".* Another added: *"yes, basic rate, no matter what. You just take what you can".*

It was reported at the same group that agencies had a tendency to send good supply teachers along to a new school that they were trying to get into, but the teacher was still vulnerable and was still out as soon as she reached the threshold for a pay rise (in other words, the teacher was being used by both agencies and schools, providing very little security for the individual teacher): *"but they've got that agency into that school"* (Older teachers, female, focus group).

b) Part-time teachers

Discrimination against teachers who work part-time, including those discussed above who started working part-time after having children, emerged as an important issue in the survey. As Figure 5.9 shows, teachers who were working part-time were significantly less likely to believe that teachers in their school were treated fairly, regardless of whether they worked full or part-time, and significantly more likely to believe that they were not treated fairly.

Figure 5.9 Proportion of teachers believing that teachers in their school are treated fairly regardless of whether they are full or part time by contractual status
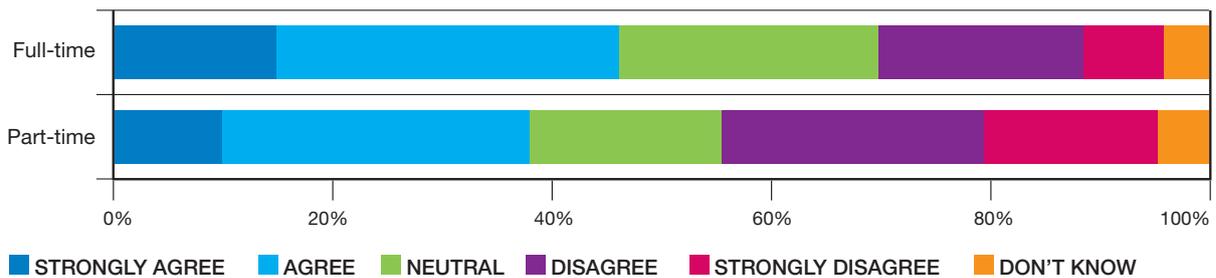
Source: Survey of NASUWT teacher members who had been employed as a teacher in the past year.

The following quotes from part-time teachers in the survey demonstrate the issues part-time teachers face, and how these are related to other factors, including gender and having children.

"Part-time job shares are treated differently with expectations and pressure put on them to make it work without creating extra work for managers, we are constantly made to jump through certain hoops/conditions to maintain our part-time positions." (Survey respondent)

"I have been discriminated against for going part-time - I was not allowed to apply for a post during a restructure of the same level as my previous post due to choosing to go part-time. I have been frequently blamed for poor exam results last year whilst I was on maternity leave and placed under constant pressure to work on my agreed days off." (Survey respondent)

"Part-time staff are routinely discriminated against. Men who request part-time work are able to retain responsibility points. Women are told they may not apply for positions of responsibility. Part-timers find it extremely difficult to be sent on courses. In school, training always happens on same day of the week so part-time teachers always miss out. Same for meetings where decisions are made. Lots of variability in how faculty heads map out part-time timetables. Male teachers get to dictate their days, female not. Senior (male) teacher in charge of timetable tells every woman who requests part-time work *"wouldn't you be happier at home with the baby"* said to me 12 years ago, said again last year to younger colleague." (Survey respondent)

"I work part-time. The role was advertised 0.4 and this suited my family commitments. At times, I have suggested to my manager that the timescale for completion of some of the tasks given was too short for my part-time contracted hours. His response on several occasions was to state "lifestyle choice, lifestyle choice"! I complained verbally to Deputy Head. This has now stopped!" (Survey respondent)

5.4.5 Subject taught

In both the survey and the interviews, respondents reported that a more data-driven approach was being used to assess teachers for pay and progression. While each subject had a target, some teachers reported that the targets for core subjects (defined here as mathematics, English and sciences) were given greater attention and, as a result, teachers of these subjects were more valued and given more opportunities for CPD and progression.

Figure 5.10 Proportion of teachers believing that teachers in their school are treated fairly regardless of the subject they teach
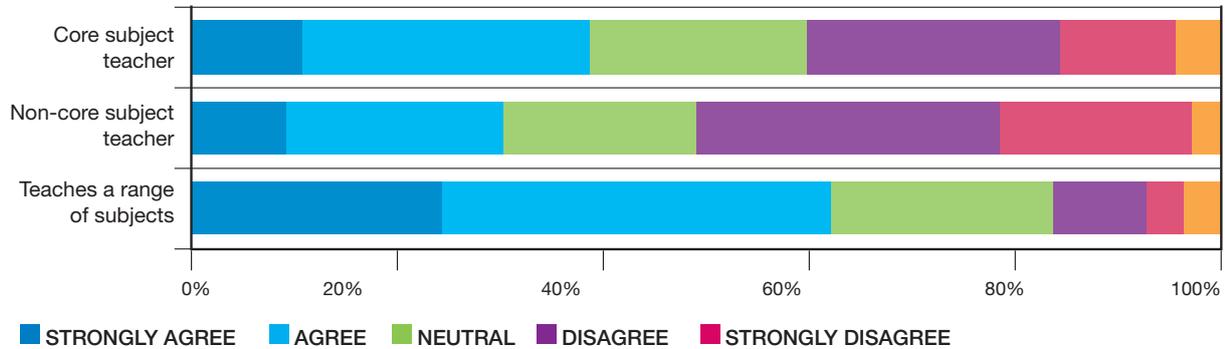
Source: Survey of NASUWT teacher members who had been employed as a teacher in the past year.

Figure 5.10 shows that there are clear differences between teachers of core subjects and those of non-core subjects when asked whether teachers in their school are treated fairly, regardless of the subject they teach. The 'teaches a range of subjects' category is largely composed of primary school teachers who teach a mix of core and non-core subjects.

Teachers of performing arts subjects and physical education reported particular dissatisfaction about the treatment of teachers of different subjects:

> "Performing arts subjects are not valued within my institution and our department has suffered major 'erosion' over the past four years, largely based on the personal whims of the head rather than through logical argument or rational processes." (Survey respondent)

5.4.6 Importance of good relationships with the Head teacher

Figure 5.11 shows survey respondents' responses when asked their views on whether school leaders would be willing to tackle unfairness.

Respondents were more likely to feel that they could not report unfair treatment to school leaders than to feel that they could report it. Only a fifth strongly agreed that they would have no problem personally raising the problem with school leaders. This differential was stronger in the case of appropriate action by school leaders. Only 5.7 per cent strongly agreed that school leaders would take appropriate action, while 21 per cent strongly disagreed.

Figure 5.11 Agreement and disagreement with statements about addressing unfair treatment
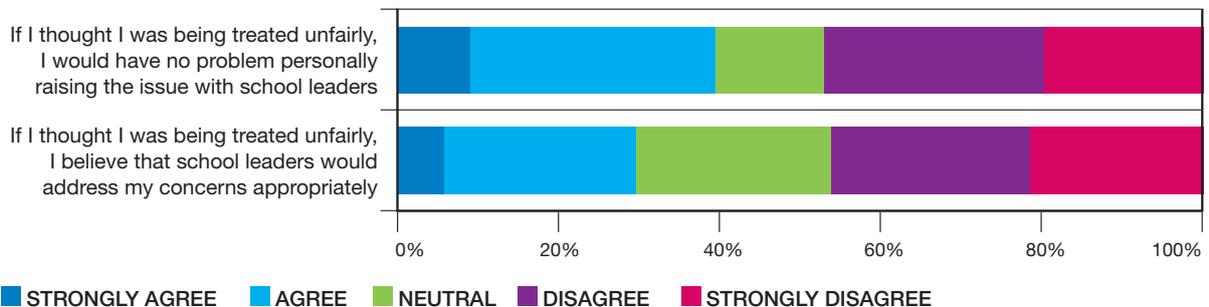
Source: Survey of NASUWT teacher members who had been employed as a teacher in the past year.

Men were much more likely than women to agree to some extent that they would be able to raise a problem of unfair treatment with school leadership. Older teachers were much more likely than younger teachers to agree that they could raise a problem, but BME and disabled/long-term ill teachers were much less likely to agree. Classroom teachers were less likely than other job grades to agree. Heads and deputy heads were much more likely than average to agree. South Asian teachers, disabled/long-term ill teachers, women and younger teachers were much more likely to disagree.

Teachers in schools with better OFSTED ratings were more likely both to think that they could report an issue and to believe that it would be dealt with appropriately, while the proportion of teachers in academy schools who agreed to some extent that they could report an issue was around four per cent lower than the proportion of teachers in LEA schools who agreed to some extent. The proportion of teachers in academy schools who thought that their issue would be dealt with adequately was also lower than the proportion on teachers in LEA schools, the difference being approximately six per cent. Overall, only 29 per cent of teachers agreed that school leaders would address concerns over unfair treatment appropriately. Differentials between types of teacher are quite small, but Black teachers are least likely to agree. Heads are most likely to agree. Overall, 46 per cent of teachers disagree. Those of South Asian ethnicity, disabled/long-term ill, of Muslim, Hindu or Sikh religion, classroom teachers post-threshold and those aged over 50 are most likely to disagree.

Overall, the pattern of agreement and disagreement with these questions is fairly consistent across types of teacher. Black and minority ethnic teachers, supply teachers and older and more experienced teachers are most likely to feel unfairly treated. Senior staff are most likely to feel that treatment is fair. Women are least likely to be confident about raising problems. Teachers from Black and Minority Ethnic groups, disabled/long-term ill teachers and LGBT teachers are most likely to have personally experienced discrimination. The other answers provided by LGBT teachers were similar to the average for all respondents, but disabled/long-term ill teachers were one of the groups most likely to report unfair treatment across all the sub-questions.

Several participants in the study commented on the (growing) importance of maintaining a good relationship with the Head teacher, in the face of increasing autonomy within schools. In the focus group with older women, for example, one teacher dreaded her current Head teacher leaving: she had a daughter with a mental health problem and this particular Head teacher had made accommodation for her in trying to deal with these issues, which involved taking a lot of time off work. *"And I know that a head who wasn't supportive could've got me out"* (Older female teachers, focus group).

Issues reported in the survey ranged from a lack of support from Head teachers or other senior staff members to outright bullying of teachers who were not liked:

> *"The head teacher was reported to have remarked to colleagues that there were certain members of staff they would like to get rid of. All of which were teachers on the upper pay scale, myself being one of them. As a group we were victimised relentlessly. I was absent from work for a 6 month period due to work related stress, I eventually returned to work with the support of the union when I agreed not to take legal action against the head teacher."* (Survey respondent)

> *"My head has accused me of critiquing her management style in a professional meeting. Since then, she has not spoken to me, or offered me any cpd opportunities etc." (Survey respondent)*

> *"The head has a hit list and she bullies staff on that list to make them leave and they do leave."*
> (Survey respondent)

In an interview, one teacher told us:

> *"We have had a new head for three, three and a half years, and since we have had him, there has been a culture of fear in the school. Up until that point, we had quite a good Union presence, but we haven't really got any Union presence now because everyone is too frightened. He has got rid of quite a few staff, on competency, but to be honest, he has made their lives so difficult that they have just gone."*

This teacher later added:

> *"He makes it quite clear when he doesn't value a member of staff. It is quite apparent that he doesn't value that member of staff and basically, they just get demoralised….He says things like "I will be getting rid of two members of staff by Christmas""*

Her own perception was that the Head Teacher favoured men, but when she spoke to a colleague who had since left, she was told that the Head Teacher had previously commented that he wanted *"hardworking women"* who don't answer back to him. She thought about making a stand as she was not on the same pay arrangement as an Assistant Head:

> *"…but then I chicken out, I thought "I just can't be bothered. With hindsight, that was wrong of me, because I am not in with these people who are getting incremental rises, because I am paid on a different pay scale, actually, I should have made a stand"* (Assistant Head, female, North-West).

5.5 Summary of equality and discrimination

Common themes occur across the study in relation to equality and discrimination in schools. The evidence on discrimination suggests that there are already some discriminatory practices across schools, which have the potential to be exacerbated as a result of the increasing autonomy of schools to determine pay and progression, especially academies.

Age-related discrimination

By far the vast majority of discriminatory practices were related to age, also interlinking factors: the older a teacher gets, the more likely he or she is to progress, and as a result, becomes more expensive. There were many examples of older teachers being unfairly targeted for capability and in many cases, this meant that teachers would prefer to take a settlement and leave the profession early, with implications for lifelong earnings and pensions. Some of these teachers turned to supply teaching as a transition phase between full-time teaching and retirement, but this was also an area for potential discrimination.

Discrimination related to disability or long-term illness

As in the case of older teachers, there was evidence of teachers with a disability or long-term illness being treated poorly, in part because they were seen as being expensive if they required, for example, specialist equipment or more time-off for medical treatment. There was, again, evidence presented of these teachers being driven out of the profession by the withholding of progression and the threat of capability proceedings.

Discrimination related to ethnicity and/or religion

Teachers from Black and Minority Ethnic and minority religious groups in the survey expressed a much higher level of dissatisfaction than other teachers with pay and progression policies in their schools. To a certain extent, this reflects the sorting effect of school type and level, as these groups are over-represented in academy schools, in particular. However, male teachers are also over-represented in these schools (and in secondary schools) and show much lower levels of dissatisfaction, suggesting that teachers from a minority ethnic background are experiencing particular problems.

Intervening factors

A series of factors were found to be associated with increased potential for discrimination. These included working as a supply teacher or on other temporary contracts, working part-time and taking maternity leave. Some groups of teachers with protected characteristics were particularly affected by discrimination against these groups, simply because they were more likely to be, for example, working part time.

Supply teachers were often being paid well below their entitlement, but were being forced to choose between a poorly-paid job and no job at all. Maternity leave was also a time when discrimination was more likely and there was some (albeit limited) evidence to suggest that women were being unfairly targeted while on maternity leave and shortly after returning to work. Younger teachers were also vulnerable to discrimination and although many were being hired in place of older, more expensive teachers, they were also reporting difficulties in getting permanent posts. Securing a permanent post often depended on whether or not the Head teacher liked the teacher, and whether or not their faces *'fit'*.

6. COMBATING POTENTIAL DISCRIMINATION

6.1 Safeguards to prevent discrimination

In the interviews, participants were asked about whether there were any safeguards in place in their school to combat potential discrimination as a result of changes to pay levels and progression. Participants were asked to reflect on whether they worked or not, and importantly on whether safeguards could exist to combat discrimination. The following section reports on these findings.

There was mixed evidence on whether safeguards were in place. Head teachers, school leaders and union staff were more likely to know about safeguards.

Table 6.1 Are there any safeguards in place in your local schools/ your own school [if a practising teacher] to combat any potential discrimination? (Stakeholder interviews)

Stakeholder	Yes	No	Uncertain	Total
Head teachers and school leaders	7	5	3	15
Teachers	4	6	2	12
Teachers (also role of union rep)	5	5	1	11
Union staff	5	2	1	8
Other stakeholders	1	0	2	3
Total	22	18	9	49

A range of safeguards were currently in operation in schools and were variously reported by the stakeholders. Common recognised safeguards included (order in terms of the number of time reported by stakeholders): union representation in the schools; governing body; pay and progression policy (reported more frequently by union representatives); and the discrimination policies and/or procedures in place. Three different stakeholders mentioned union support and the appeals procedure. Less often, others mentioned: character and professionalism of the Head teacher; policy adopted from local authority quality statements and/or Equality Action Plan; monitoring discrimination and positive discrimination; having an equalities officer in place; and good HR. Two spoke of the recognition and awards for work in this area, including becoming a Stonewall partner and achieving The Investors in People Gold award.

CASE STUDY – PLENTY OF SAFEGUARDS TO COMBAT DISCRIMINATION

(School leader, North-East)

One Head teacher, who was also a union representative in his locality, spoke of a number of policies in place in his school to safeguard against discrimination. He spoke of how the school management committee ratified any new policies and that it had a high level of awareness of issues around minorities.

He believed that the context of the school had driven the implementation of current safeguards and that they were successful, as they had received staff support and buy-in.

A number of safeguards had been put in place to combat discrimination and the school had achieved Stonewall partner accreditation and the Investors in People Gold award. The school regularly had staff training days, such as staff well-being days, pilates and mindfulness training, as the Head believed that it was important to support staff in achieving a good work-life balance. He considered their school context to be quite difficult and challenging, so he wanted to support his staff and combat potential stress. He strongly believed that the safeguards were successful as they were implemented for the benefit of all.

All participants were also asked whether they thought that the safeguards implemented in their school worked. The majority of participants were uncertain or not sure how to respond.

Table 6.2 If safeguards are in place, do they work? (Stakeholder interviews)

Stakeholder	Yes	No	Uncertain	No response	Total
Head teachers and school leaders	5	1	7	2	15
Teachers	1	0	3	8	12
Teachers (also role of union rep)	3	1	0	7	11
Union staff	1	3	3	1	8
Other stakeholders	1	0	2	0	3
Total	11	5	15	18	49

6.2 When safeguards fail

Where participants did not think that safeguards worked, this was considered to be a failure of the policies and practices of the school, such as a lack of transparency in setting policy, union representatives being demonised and no audits or process of accountability. One union representative noted that in academies, safeguards were not working, as they could set their own pay policies and practices. One teacher, also a union representative, recognised that there were statutory safeguards (such as those with protected characteristics), but until someone could prove discrimination, there is *"no chance"* (Teacher and union representative, female, North East). She believed that discrimination was usually hidden, so that safeguards do not come into play.

A number of participants reported that safeguards were not effective as a result of a poor school governing body, for example, by the inclusion of the Head teacher in the body, a body that does not challenge the Head teacher, and governors having no experience and/or a background in education. It should be noted that the role of the governing body has expanded over the past few years, with more financial responsibilities having to be undertaken.

A particular concern reported by a few participants was that teachers were often too frightened of appealing against pay decisions and were concerned about having their 'card marked' and becoming vulnerable to job loss. This was reported to be part of the professional culture shift to more individualisation. For instance, one teacher who was a union representative felt that the profession had changed and was no longer a collective with a reliance on union representatives to negotiate and support individual cases.

6.3 Safeguards working in practice

Only a few participants thought that the safeguards to combat discrimination in their school worked in practice. This was explained by the majority of participants to be the result of the need for key people ensuring that these safeguards were implemented and supported. For instance, a good school governing body was noted as key to ensuring consistency and fairness. Transparency of policies and practices was also important, but it was noted that both the governing body and the Head teacher were responsible for ensuring such transparency. Most interviews and discussions on safeguards in practice focused on the role of the Head teacher in promoting equality and fairness, and safeguarding against discrimination. Support from the Head teacher was deemed important by a number of participants and one stakeholder thought that the Head teacher should be the first port of call if there was a problem (Other stakeholder, male, West Midlands).

One teacher thought that there were no safeguards in her school, but that they had a good Head teacher so this was not a problem (Teacher and union representative, female, North East), whilst another teacher from an academy called the head teacher *'corrupt'* and reported that no safeguards were in place (Teacher and union representative, female, North East). Union representative support and guidance were also considered key to safeguards working in practice. It was felt by two teachers that the union could be relied upon and that they made a lot of effort, looking into different cases for members. One school leader in an academy reported that safeguards worked in practice when there were processes of accountability in place.

6.4 Safeguards that could exist

Suggestions for safeguards that could exist to combat discrimination were also discussed in the focus groups and interviews. The majority of participants were able to make suggestions for safeguards, although further research on the efficacy of different safeguards, both in general and in relation to preventing discrimination towards the groups of different protected characteristics, would be useful.

Most of the school leaders who were interviewed also believed that other safeguards could exist and their suggestions were more practical in application, including: implementation of accountability measures; half-yearly reviews so that issues

could be raised and addressed early; trained Human Resources personnel present on interview panels; evidence on teachers' performance to be the joint responsibility of Head teachers, leaders and teachers; the Head teacher not being allowed to determine pay; and raising teacher awareness of school policies. A number suggested that if changes to pay policy and practice were undertaken in a transparent and open way, there was less of a need for further safeguards.

Of the nine teachers who believed that other safeguards could exist, a number of suggestions were provided. These included: a call for national action (a collective response); a return to policy with compulsory national pay ranges and clear progression routes; accountability in terms of checks for discrimination; improved Human Resources departments; and policies to combat harassment. Two teachers spoke of transparent, clear appeal processes and the need for better communication to be in place.

Five teachers, who also worked as union representatives, believed that other safeguards could exist. These included: policies targeted at particular groups of teachers by protected characteristic; loose career structures for the teacher; and more power to local authorities.

All of the union staff interviewed believed that there could be safeguards. Suggestions were very much in line with those of Head teachers and were practical in nature. Generally, there was an agreed need to rethink policy, thereby moving away from national to individual school policy, returning to arrangements between unions and schools and ensuring that there was a full consultation at school level regarding policies. There were also suggestions around removing clauses that hindered teachers and ensuring that grades were not based on single lessons observed by Ofsted[4]. Again, raising teachers' awareness of their school policies and ensuring that good school governing bodies were in operation were suggested.

Two other stakeholders interviewed could not think of any safeguards that could exist: one reported that the local authority had made a lot of concessions to the union; and the other reported that the school was very open and transparent with the governing body, ensuring fairness and consistency.

6.5 Summary of combating potential discrimination

Challenging discriminatory practices

Section 5 highlighted that a fifth of the teachers in the survey reported having experienced discrimination in the past year. Almost half the teachers surveyed indicated that if they were being treated unfairly, they would have problems raising this with school leaders, and a similar proportion thought that if they did raise concerns, they would not be addressed appropriately by school leaders. These figures are high, and indicate a lack of confidence in school leaders' willingness to take issues of discrimination seriously. Teachers and union representatives reported that some teachers were reluctant to appeal against pay decisions or use safeguards, as they did not want to be seen as trouble-makers which may impact on their pay, progression and job security. This suggests a continued need for safeguards.

Good practice in safeguarding and the role of leadership

However, there is evidence of good practice in safeguarding. Around half of all participants in the interviews reported awareness of safeguards to combat potential discrimination, a quarter reported none and a further quarter were uncertain. A number of safeguards were variously reported to be in place; only one reported several safeguards, not just around discrimination, but also safeguarding the well-being of staff. Safeguards ranged from union representation, to clear policies and practices, to a good governing body and Head teacher. A number of reasons determined whether safeguards worked or not, and these were focused on: the governing body; transparency; role and support of the union; role of the Head teacher; and measures of accountability.

The role of the Head teacher in promoting equality and fairness, and safeguarding against discrimination, was a recurring theme and considered key to the process. A poor or weak school governing body and a poor Head teacher were seen as major determinants in terms of fairness of pay policy and practices in a school. This stresses the importance of good leadership skills in terms of the Head teacher and senior management teams in a school. The school governing body has a major role to play in ensuring pay policies are implemented consistently and fairly.

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[4] It should be noted that Ofsted does not grade individual teachers' lessons and inspectors must not suggest a grade for a lesson observed. However, some school leaders may use Ofsted grades to judge lesson observations

7. CONCLUSIONS

The synthesised findings from both the online survey and the qualitative study provide insights into levels of awareness of the changes to pay policies and practices, as well as any evidence of discrimination already taking place, both at an individual level and among different groups of teachers working in different types of schools. The baseline findings demonstrate that the changes are taking place in different ways in schools across the country, with some being open and transparent about the changes and others being much poorer in communicating the changes to their staff.

Overall, awareness of pay and progression policies was fairly low amongst the teachers surveyed, in part reflecting differences in the extent to which schools had adopted new policies at this early stage, but also reflecting a more general issue – that people are more likely to become aware of policy changes when they negatively affect them, for example, in the case of teachers, when they are refused progression. While there was a higher level of awareness among the stakeholder interviewees. Head teachers and school leaders, as well as union representatives and other key stakeholders, trickle-down of information appears to be limited in many cases. Newly-qualified teachers seemed to be particularly poorly informed about the changes to pay and progression.

As schools begin to make individual decisions about pay and progression based on appraisal, grave concerns were raised by teachers about how these decisions are made, how they are audited, and the mechanisms available for challenging outcomes regarded as unfair and/or discriminatory.

Teachers were generally dissatisfied with the new pay and progression policies, although at this early stage there were few reports of individual experiences of discrimination, amongst survey respondents, but great concern about the potential for discrimination that the new policies provided. Several examples of overt discrimination, in particular towards older teachers and teachers with a disability, were provided in the qualitative data.

The survey demonstrated that the majority of teachers who were eligible for pay progression were recommended for progression, either automatically or on the basis of their performance. On the other hand, only around half felt that their performance objectives for the 2014/5 academic year were appropriate, achievable or fair, and the qualitative data also highlighted some specific examples of teachers being made to either take on additional responsibilities, to work outside of their normal hours or to do tasks which were not appropriate. Some expressed concerns about raising the bar in terms of students' results and how this was putting undue pressure on many teachers, including NQTs. Reaching the upper pay range often meant that teachers were given many more demanding responsibilities.

The survey showed that around half of the teachers who had applied for promotion in the past year had been successful, whereas around nine per cent of teachers had been placed on a support programme or capability proceedings during the same period. Examining progression and promotion, teachers from a BME background and those with a disability or long-term illness expressed higher levels of dissatisfaction than other teachers. Teachers with a disability appeared to be particularly vulnerable to discriminatory practices, and the interviews and focus groups provided several examples of this. There was some suggestion that teachers with a disability or long-term illness were viewed as more expensive (e.g., requiring special equipment), as well as possibly taking more time off work for health-related reasons. Many teachers also felt that those with a disability or long-term illness could be at particular risk in the future, especially in schools with lower accountability and under greater budgetary constraints.

Capability seems to be an issue of great concern for teachers, and was seen as a mechanism some schools would use not just to help teachers whose performance was not reaching the required standard to improve, but to drive out teachers who were too difficult, too expensive and whose face 'just did not fit', increasing the risk of discrimination for older teachers, teachers with a disability or long-term illness, and indeed all teachers who were from minority groups. Many teachers would rather take redundancy than be put on capability, as this would then impact upon their chances of future employment opportunities.

Financial constraints and a lack of safeguards appear to have contributed to low levels of satisfaction with continuing professional development opportunities. Although levels of satisfaction with access to opportunities were low amongst all groups, they were particularly low amongst teachers with protected characteristics, with the exception of younger teachers. Concerns were raised by teachers that access to CPD opportunities was becoming increasingly politicised, with opportunities given to 'favourites' of the Head teacher and senior leaders, entrenching the privileged position of certain majority groups, even in situations where they were not the majority, for example, male teachers in a female dominated profession, White teachers in predominantly BME schools.

The general lack of safeguards required under the new system was raised as a particular concern, particularly in academies. There were low levels of confidence in school leadership to provide information about policies to their staff and to tackle any instances of discrimination. Even some school leaders reported that discrimination towards certain groups may be more likely as a result of the policy changes.

While around half of the interviewees reported awareness of safeguards to combat potential discrimination, the majority of these appeared to be voluntary arrangements instituted by particular Head teachers or boards of governors, often in conjunction with the teaching unions. This placed a great deal of responsibility on Head teachers, and also meant that having a good relationship with the Head Teacher, was increasingly important, raising concerns about cronyism and favouritism. Unions expressed some frustration that teachers were unwilling to challenge unfair and discriminatory practices, but teachers expressed concerns about raising their head 'above the parapet' and the extent to which 'trouble-makers' could be punished under the new system.

It must be remembered that the survey had a relatively low response rate and the interviewees may also not be representative of the general population of teachers across the country. For example, it seems likely that those with particular experiences of discrimination, or who were particularly concerned about the changes to pay and progression, would be more likely to respond to both the survey and to take part in the qualitative study. For that reason, these baseline findings should be treated with some caution.

The findings represent the early stages of the changes to pay policy and practices and it would be expected that the impact of these new policies will be felt more over time. At this early stage, it is the potential for discrimination inherent in the introduction of more flexible pay and progression policies, and the lack of safeguards against bad practice motivated both by discrimination and financial imperatives, that most concerns teachers.

We would recommend that more focused research should be targeted towards those already reported to be at risk of discrimination: older teachers, teachers with a disability or long-term illness, as well as those on part-time contracts or working as supply teachers, and those currently on maternity leave. There is also more research necessary to identify why BME teachers are over-represented in schools that appear to afford their teachers the least protection against discriminatory practices.

APPENDIX 1: ONLINE SURVEY

The impact of changes to pay policies on teachers in schools in England

The NASUWT is interested in finding out about the impact of changes to teachers' pay on fairness and equality in schools, including academies, technical academies, university technical colleges (UTCs), studio and free schools in England.

They have commissioned the Institute for Employment Research (IER) at the University of Warwick to conduct this survey to find out more about what is happening in schools.

Survey responses are confidential, will be stored on a secure server, and seen only by the research team. You are not obliged to give any personally identifying details in this survey. If you choose to do so, these will be removed and held separately from your other survey responses. All data will be reported in aggregate and it will not be possible to identify individuals in any reports produced as part of the study.

Section 1:

Q1.2 Please enter the six digit code that you will find in your letter of invitation, e.g. 567123.

If you do not have a code, please enter 000000.

If this box already contains a code, please simply click next to continue with the survey

Section 2: Introductory questions

Q2.1 In the past year, have you been employed as a teacher for any length of time?

Yes .... ☐

No [Then go to end] .... ☐

Q2.2 Do you currently work in a school or education service (including on maternity or sickness leave, supply teaching)?

Yes - full-time.. ☐

Yes - part-time (including in a job share arrangement)... ☐

No - unemployed and looking for work, but worked full-time in a school in the past year ...... ☐

No - unemployed and looking for work, but worked part-time in a school in the past year ..... ☐

No - unemployed and not looking for work, but worked full-time in a school in the past year.. ☐

No - unemployed and not looking for work, but worked part-time in a school in the past year.. ☐

No - retired, but I have worked full-time in a school in the past year...................................... ☐

No - retired, but I have worked part-time in a school in the past year .... ☐

No, I am doing something else .... ☐

Q2.2a If you chose 'doing something else', please explain your current situation.

....

....

Q2.3 What proportion of full-time equivalent do you / did you work?

For example, 0.5 is equivalent to half time or a 50 per cent contract, 0.2 is one day a week or a 20 per cent contract.

Less than 0.1 ☐

0.1 - 0.14 ☐

0.15 - 0.19 ☐

0.2 - 0.24 ☐

0.25 - 0.29 ☐

0.3 - 0.34 ☐

0.35 - 0.39 ☐

0.4 - 0.44 ☐

0.45 - 0.49 ☐

0.5 - 0.54 ☐

0.55 - 0.59 ☐

0.6 - 0.64 ☐

0.65 - 0.69 ☐

0.7 - 0.74 ☐

0.75 - 0.79 ☐

0.8 - 0.84 ☐

0.85 - 0.89 ☐

0.9 or more ☐

Other ☐

Q2.3 If you chose 'other', what proportion of full-time equivalent do you work?

....

....

....

For the remaining questions: If you are currently unemployed or retired but have worked as a teacher in the past year, please use your most recent job as your current job

Q2.4 Do you have a permanent contract where you currently work?

Yes ☐

No, because I am a supply teacher employed by the school ☐

No, because I am a supply teacher employed by an agency ☐

No, I have a temporary or fixed term contract ☐

Other ☐

Q2.4 If you chose 'other', what is your current contractual status?

....

....

Q2.5 Do you currently have more than one teaching job in a school?

Yes [Go to Q3.1] .... ☐

No .... ☐

Q2.6 How many teaching jobs do you currently have?

Two .... ☐

Three .... ☐

Four .... ☐

Five .... ☐

Six or more .... ☐

Section 3: Your school

Q3.1 Where do you currently work?

Please select all that apply.

If you have more than one job, please select one that you consider your main job and provide information about this job in the 'main job' column and information about all other jobs in the 'other jobs' column

	Main job	Other jobs
Centrally employed by a local authority	☐	☐
Centrally attached to a trust, chain, group of schools	☐	☐
Nursery	☐	☐
Infant	☐	☐
First	☐	☐
Junior	☐	☐
Primary	☐	☐
Middle (deemed primary)	☐	☐
Middle (deemed secondary)	☐	☐
Secondary with sixth form	☐	☐
Secondary without sixth form	☐	☐
All through school	☐	☐
Residential establishment	☐	☐
Pupil referral unit (PRU)	☐	☐
Special school	☐	☐
Other	☐	☐

Q3.1 If you selected 'other', where do you currently work?

....

....

Q3.2 And is it / are they…

Please select all that apply   Main job   Other jobs

An academy that is part of a group or chain .... ☐   ☐

A standalone academy .... ☐   ☐

A free school .... ☐   ☐

A community (local authority) school... ☐   ☐

A foundation or trust school .... ☐   ☐

A studio school .... ☐   ☐

A voluntary aided school .... ☐   ☐

A voluntary controlled school .... ☐   ☐

An independent school.. ☐   ☐

A City Technology College .... ☐   ☐

A University Technical College.. ☐   ☐

A pupil referral unit (PRU)... ☐   ☐

Other .... ☐   ☐

Q3.2 If you selected 'other', please describe the type of school or college in which you work

....

....

Q3.3 If you know your main school's DfE school number, e.g. 3444069, please write it below.

This will be used to link the information you have given in the survey to contextual information from DfE datasets. It will not be used to identify you and will be stored separately to the other information

If you currently work in more than one school, please answer the remaining questions with reference to the main job you have identified in the previous questions

....

Q3.4 Does your school select on the basis of academic ability/aptitude?

Yes, all pupils .... ☐

Yes, partial selection .... ☐

No .... ☐

Q3.5 In total, approximately how many teachers are employed at your school?

Less than 5 .... ☐

5 to 9 .... ☐

10 to 24 .... ☐

25 to 49 .... ☐

50 to 74 .... ☐

More than 75 .... ☐

Q3.6 What was the outcome of your school's last full inspection?

1 Outstanding .... ☐

2 Good .... ☐

3 Requires improvement .... ☐

4 Inadequate - serious weaknesses .... ☐

4 Inadequate - special measures .... ☐

Don't know... ☐

Q3.7 Where is your school operating in relation to Government floor standards?

Well above floor target .... ☐

Meeting the floor target .... ☐

Just below floor target .... ☐

Well below floor target .... ☐

Don't know... ☐

Not applicable... ☐

Section 4: Your career

Q4.1 How long have you been working in your current school?

Less than 6 months .... ☐

More than 6 months but less than 1 year .... ☐

More than 1 year but less than 3 years .... ☐

More than 3 years but less than 5 years .... ☐

More than 5 years but less than 7 years .... ☐

More than 7 years but less than 10 years .... ☐

More than 10 years but less than 15 years .... ☐

More than 15 years but less than 20 years .... ☐

More than 20 years but less than 25 years .... ☐

More than 25 years .... ☐

Q4.2 And how long in total have you been employed as a teacher?

Less than 6 months ☐

More than 6 months but less than 1 year ☐

More than 1 year but less than 3 years ☐

More than 3 years but less than 5 years ☐

More than 5 years but less than 7 years ☐

More than 7 years but less than 10 years ☐

More than 10 years but less than 15 years ☐

More than 15 years but less than 20 years ☐

More than 20 years but less than 25 years ☐

More than 25 years ☐

Q4.3 What best describes your current role?

Please select all that apply

Head Teacher / Principal ☐

Deputy Head Teacher ☐

Assistant Head Teacher ☐

Head of department ☐

Head of faculty ☐

Head of nursery ☐

Assistant head of department ☐

Assistant head of faculty ☐

Key stage co-ordinator (e.g. phase, literacy) ☐

Lead Practitioner ☐

SEN Co-ordinator ☐

Classroom Teacher ☐

Classroom Teacher (Post Threshold / UPS) ☐

Newly qualified teacher (NQT) ☐

Supply teacher ☐

Unqualified teacher/instructor ☐

Other ☐

Q4.3 If you selected 'other', what is your current role?

.... ☐

.... ☐

.... ☐

Q4.4 What is your gross annual salary in your main job?

If you work part time, please give your actual salary rather than your pro rata full-time equivalent

Less than £10,000 .... ☐

£10,000 to £14,999 .... ☐

£15,000 to £19,999 .... ☐

£20,000 to £24,999 .... ☐

£25,000 to £29,999 .... ☐

£30,000 to £34,999 .... ☐

£35,000 to £39,999 .... ☐

£40,000 to £44,999 .... ☐

£45,000 to £49,999 .... ☐

£50,000 to £59,999 .... ☐

£60,000 to £69,999 .... ☐

£70,000 to £79,999 .... ☐

£80,000 to £89,999 .... ☐

£90,000 to £99,999 .... ☐

Over £100,000 .... ☐

Prefer not to answer .... ☐

Q4.5 Which pay range are you in?

If you work in a school that does not use these pay ranges, please select the nearest equivalent

Classroom Teachers' Main Pay Range or equivalent
(e.g. M1 to M6, approximately full-time salary of £22,000 to £30,000 per year) .... ☐

Classroom Teachers' Upper Pay Range or equivalent
(e.g. U1 to U3, approximate full-time salary of between £34,500 and £37,500) .... ☐

[Go to Q4.7]

Classroom Teachers' Leading Practitioner Pay Range or equivalent
(e.g. approximate full-time salary of between £38,000 and £58,000) .... ☐

[Go to Q4.8]

Leadership Group Pay Range or equivalent, including Headteachers (e.g. L1 to L43) .... ☐

[Go to Q4.9]

Unqualified Teachers' Pay Range or equivalent .... ☐

[Go to Q4.10]

Other .... ☐

Q4.5 If you selected 'other', how would you describe your pay range? If your school does not use pay ranges and you are unable to match yourself to those given, please write 'not applicable'

....

....

Q4.6 If applicable, what spine point of the Classroom Teachers' Main Pay Range are you on?

Please select "Don't know" if you do not know with reasonable certainty what point you are on or "Not applicable" if your school does not use this system

M1 .... ☐

M2 .... ☐

M3 .... ☐

M4 .... ☐

M5 .... ☐

M6 .... ☐

Don't know.. ☐

Not applicable [Go to Q4.10]

Q4.7 If applicable, what spine point of Classroom Teachers' Upper Pay Range are you on?

Please select "Don't know" if you do not know with reasonable certainty what point you are on or "Not applicable" if your school does not use this system

U1 .... ☐

U2 .... ☐

U3 .... ☐

Don't know.. ☐

Not applicable [Go to Q4.10]

Q4.8 If applicable, what spine point of the Leading Practitioners Pay Range are you on?

Please select "Don't know" if you do not know with reasonable certainty what point you are on or "Not applicable" if your school does not use this system

1 .... ☐

2 .... ☐

3 .... ☐

4 .... ☐

5 .... ☐

6 .... ☐

7 .... ☐

8 .... ☐

9 .... ☐

10 .... ☐

11 .... ☐

12 .... ☐

13 .... ☐

14 .... ☐

15 .... ☐

16 .... ☐

17 .... ☐

18 .... ☐

Don't know .... ☐

Not applicable [Go to Q4.10]

Q4.9 If applicable, what spine point of the Leadership Group Pay Range, including Headteachers, are you on?

Please write in a point between L1 and L43. Please write "don't know" if you do not know with reasonable certainty what point you are on or "not applicable" if your school does not use this system

....

Q4.10 In the past year, have you received additional pay for any of the following reasons?

Please select all that apply

Did not receive any additional pay... ☐

A Teaching and Learning Responsibility 1 (TLR1) payment or equivalent (approximately £7,471 to £12,643) .... ☐

A Teaching and Learning Responsibility 2 (TLR2) payment or equivalent (approximately £2,587 to £6,322) .... ☐

A Fixed-term Teaching and Learning Responsibility 3 (TLR3)
payment or equivalent (approximately £511 to £2,551).. ☐

Acting up allowance .... ☐

A Special Educational Needs Allowance or equivalent (approximately £2,043 to £4,034) .... ☐

Leading Practitioner or equivalent .... ☐

Non-consolidated performance reward or equivalent .... ☐

Recruitment or retention allowance .... ☐

Inner London weighting .... ☐

Outer London weighting .... ☐

London fringe weighting .... ☐

Additional pay for another reason.. ☐

Q4.10 If you selected 'additional pay for another reason, for what reason did you receive additional pay?

....

....

Q4.11 Are the terms and conditions of your current job protected due to a TUPE transfer, for example, where the school has converted to academy status?

Yes .... ☐

No .... ☐

Don't know.. ☐

Not applicable... ☐

Q4.12 What subject(s) do you teach?

Please select all that apply

None .... ☐

I teach a large number of subjects, e.g. because I am a primary or early years teacher .... ☐

Art .... ☐

Business studies .... ☐

Citizenship .... ☐

Creative Arts .... ☐

Design and Technology .... ☐

Drama .... ☐

Economics .... ☐

English .... ☐

Geography .... ☐

History... ☐

ICT/Computer Science .... ☐

Mathematics .... ☐

Modern/Ancient foreign language .... ☐

Music .... ☐

Physical Education .... ☐

PSHE... ☐

Religious education (RE)... ☐

Science .... ☐

Social studies... ☐

Other .... ☐

Q4.12 If you selected 'other, what other subject(s) do you teach?

....

....

Q4.13 Which of the following qualifications do you have?

Please select all that apply

An undergraduate degree in Education .... ☐

An undergraduate degree in another subject .... ☐

A PGCE / ProfGCE / SCITT / GTP qualification... ☐

A Masters degree in Education... ☐

A Masters degree in another subject... ☐

A PhD .... ☐

Overseas teaching qualification .... ☐

Another qualification equivalent to a degree or postgraduate qualification .... ☐

None of the above .... ☐

Q4.14 Do you hold QTS?

Yes .... ☐

No .... ☐

Section 5: Pay and progression

Q5.1 Please indicate how far you agree with the following statements:

	Agree	Strongly agree	Neutral	Disagree	Strongly disagree	Not applicable
I have been told about the policy and procedures for making decisions about my pay and progression	☐	☐	☐	☐	☐	☐
I understand how my pay and performance will be reviewed	☐	☐	☐	☐	☐	☐
I was treated fairly in this year's pay review	☐	☐	☐	☐	☐	☐
I was discriminated against in this year's the pay and progression process	☐	☐	☐	☐	☐	☐
I have been properly rewarded for my performance	☐	☐	☐	☐	☐	☐
I am allowed to discuss my pay with colleagues	☐	☐	☐	☐	☐	☐

Q5.2 If you think you were discriminated against in this year's pay and progression process, please describe how you were discriminated against

....

....

....

....

....

....

....

Q5.3 I understand how the changes to the national pay system agreed in 2013 affect me

These changes set only minimum and maximum points on the main pay range and minimum and maximum pay for teachers on the upper pay range

Strongly agree.. ☐

Agree... ☐

Neutral .... ☐

Disagree.. ☐

Strongly disagree .... ☐

These changes are not relevant to me .... ☐

Q5.4 Have the changes to the national pay system agreed in 2013 had an impact on how pay is determined in your school?

Yes .... ☐

No [Go to Q5.6]... ☐

Don't know [Go to Q5.7] .... ☐

No applicable [Go to Q5.7] .... ☐

Q5.5 What impact have the changes in the national pay system had on how pay is determined in your school?

....

....

[Go to Q5.7]

Q5.6 Why do you think the changes to the national pay system not had an impact in your school?

....

....

....

Q5.7 I think the current pay system in my school is good

Strongly agree.. ☐

Agree... ☐

Neutral .... ☐

Disagree.. ☐

Strongly disagree .... ☐

Don't know .... ☐

Q5.8 What is the reason for your view on the pay system in your school?

....

....

Q5.9 I believe that the performance objectives agreed for me this year are appropriate

Strongly agree .... ☐

Agree .... ☐

Neutral .... ☐

Disagree .... ☐

Strongly disagree .... ☐

I do not have any performance objectives agreed for me this year .... ☐

Q5.10 I believe that the performance objectives agreed for me this year are achievable

Strongly agree .... ☐

Agree .... ☐

Neutral .... ☐

Disagree .... ☐

Strongly disagree .... ☐

Q5.11 I believe that the performance objectives agreed for me this year are fair

Strongly agree .... ☐

Agree .... ☐

Neutral .... ☐

Disagree .... ☐

Strongly disagree .... ☐

Q5.12 I am satisfied that I had an input when agreeing my performance objectives

Strongly agree .... ☐

Agree .... ☐

Neutral .... ☐

Disagree .... ☐

Strongly disagree .... ☐

Q5.12 Do you have any comments you would like to make about your performance objectives for this year?

....

....

....

Q5.13 In the past year I have been observed for performance management purposes

Yes .... ☐

No .... ☐

Don't know.. ☐

Q5.14 Do you personally appraise teachers' performance management?

Yes .... ☐

No .... ☐

Q5.15 Did you receive a cost of living award in your pay for this academic year?

This year the cost of living award should have been 1 per cent

Yes [Go to Q5.17]... ☐

No .... ☐

Don't know [Go to Q5.18] .... ☐

Not applicable [Go to Q5.18] .... ☐

Q5.16 What do you think was the reason for you not receive a cost of living award in your pay for this academic year?

For example, was this because of financial constraints on the school, your subject specialism not being a priority, or for another reason?

....

....

....

Q5.17 Was the cost of living award dependent upon a successful appraisal or performance management review?

Yes .... ☐

No .... ☐

Q5.18 Were you eligible for pay progression this academic year (2014/15)?

Yes .... ☐

No .... ☐

Don't know.. ☐

Q5.19 Did your school made a recommendation or decision about your pay progression for this academic year (2014/15)?

Yes .... ☐

No [Go to Q5.22]... ☐

Not applicable [Go to Q5.22] .... ☐

Q5.20 What did your school recommend?

Progression [Go to Q5.22] .... ☐

No progression .... ☐

Other .... ☐

Q5.20 If you selected 'other', what did your school recommend?

....

....

[Go to Q5.22]

Q5.21 Why were you refused pay progression?

Cost .... ☐

Performance management objectives not met.. ☐

Teacher quality assessed to be not good enough.. ☐

Insufficient evidence .... ☐

Other .... ☐

Q5.21 If you selected 'other, why were you refused pay progression?

....

....

....

Q5.22 Do you have any comments you would like to make about pay progression?

....

....

....

Q5.23 In the past year, have any of the following occurred?

Please select all that apply

Placed on a 'support programme' .... ☐

Formal capability proceedings... ☐

None of the above .... ☐

Q5.24 In the past year, have you applied for promotion?

Promoted [Go to Q5.27]... ☐

Not promoted... ☐

Other .... ☐

Q5.25 What was the outcome?

....

....

Q5.25 If you selected 'other', please describe the outcome of your application for promotion

....

....

[Go to Q5.27]

Q5.26 Why were you refused promotion?

....

....

Q5.27 Do you have any comments you would like to make about the promotion process in your school?

....

....

Section 6: Continuing Professional Development (CPD)

Q6.1 Please indicate how far you agree with the following statements:

	Agree	Strongly agree	Neutral	Disagree	Strongly disagree	Not applicable
My school takes my CPD seriously	☐	☐	☐	☐	☐	☐
I have a say in decisions about my CPD	☐	☐	☐	☐	☐	☐
I have been given time to access CPD	☐	☐	☐	☐	☐	☐
My professional development needs have been met in the past year	☐	☐	☐	☐	☐	☐
The quality of the CPD I have accessed is good	☐	☐	☐	☐	☐	☐
My CPD has helped me to meet my performance management objectives	☐	☐	☐	☐	☐	☐
CPD is allocated fairly in my school	☐	☐	☐	☐	☐	☐

Section 7: Equality in your school

Q7.1 I think that all the teachers in my school are treated fairly, regardless of their…

	Agree	Strongly agree	Neutral	Disagree	Strongly disagree	Not applicable
Age	☐	☐	☐	☐	☐	☐
Gender	☐	☐	☐	☐	☐	☐
Ethnicity / Nationality	☐	☐	☐	☐	☐	☐
Religion	☐	☐	☐	☐	☐	☐
Sexual Orientation	☐	☐	☐	☐	☐	☐
Health / Disability	☐	☐	☐	☐	☐	☐
Length of service	☐	☐	☐	☐	☐	☐
Job title	☐	☐	☐	☐	☐	☐
The subject(s) they teach	☐	☐	☐	☐	☐	☐
Whether they are full or part-time	☐	☐	☐	☐	☐	☐
Whether they belong to a Union	☐	☐	☐	☐	☐	☐

Q7.2 Overall, I believe teachers in my school are treated fairly

Strongly agree.. ☐

Agree.. ☐

Neutral .... ☐

Disagree... ☐

Strongly disagree .... ☐

Q7.3 Please indicate how far you agree with the following statements:

	Agree	Strongly agree	Neutral	Disagree	Strongly disagree	Not applicable
I feel secure in my job	☐	☐	☐	☐	☐	☐
I feel valued in my job	☐	☐	☐	☐	☐	☐
Considering the job I do, I think my pay is fair	☐	☐	☐	☐	☐	☐
Considering the pay of other teachers in my school, I think my pay is fair	☐	☐	☐	☐	☐	☐
If I thought I was being treated unfairly, I would have no problem personally raising the issue with school leaders	☐	☐	☐	☐	☐	☐
If I thought I was being treated unfairly, I believe that school leaders would address my concerns appropriately	☐	☐	☐	☐	☐	☐
In the past year, I have personally experienced discrimination by managers and/or colleagues on matters other than pay and progression	☐	☐	☐	☐	☐	☐
Whether they are full or part-time	☐	☐	☐	☐	☐	☐
Whether they belong to a Union	☐	☐	☐	☐	☐	☐

Q7.4 If you have experienced discrimination, please describe what happened?

....

....

....

Section 8: About you

As this survey is concerned with fairness and equality, it is very important that we know a bit about you. We will use this information to identify whether changes in policy impact differently on different groups.

We would very much appreciate it if you would select the 'prefer not to say' option in the following questions only if you have very strong objections to providing the details asked.

We would like to remind you that all the data you provide in this survey is completely confidential.

Q8.1 I identify my gender as:

Please select any that apply

Male .... ☐

Female .... ☐

Trans .... ☐

Other .... ☐

Prefer not to say .... ☐

Q8.2 My age is:

18 to 24 .... ☐

25 to 29 .... ☐

30 to 39 .... ☐

40 to 49 .... ☐

50 to 64 .... ☐

Over 65 .... ☐

Q8.3 Which of the following best describes your ethnic background?

Black African.. ☐

Black Caribbean .... ☐

Black Other .... ☐

Bangladeshi .... ☐

Indian .... ☐

Pakistani .... ☐

Chinese.. ☐

Other Asian .... ☐

White and Black African .... ☐

White and Black Caribbean .... ☐

White and Asian .... ☐

Any other mixed background .... ☐

White English .... ☐

White Irish .... ☐

White Scottish.. ☐

White Welsh .... ☐

White Other.. ☐

Other ethnic group... ☐

Q8.3 If you selected 'other ethnic group', please specify

....

Q8.4 Do you consider yourself to have a disability or long-term illness that affects your work?

Yes .... ☐

No [Go to Q8.8].. ☐

Q8.5 Which category does your illness or disability fall into?

Mobility impairment, e.g. wheelchair user, arthritis .... ☐

Visual impairment/blindness.. ☐

Hearing impairment/deafness.. ☐

Learning difficulty, e.g. dyslexia.. ☐

Mental health difficulties, e.g. depression, phobia, schizophrenia .... ☐

Autistic spectrum disorders .... ☐

Chronic medical condition, e.g. diabetes, epilepsy, ME, asthma .... ☐

Long term illness, e.g. cancer.. ☐

Other .... ☐

Prefer not to answer .... ☐

Q8.6 If you selected 'other', we would be grateful if you could briefly describe your illness or disability to help us to understand its impact

....

Q8.7 My illness or disability affects:

The number of hours I can work... ☐

The type of work I can do .... ☐

The type of responsibility I can reasonably take on... ☐

Other .... ☐

75

Q8.7 In what other ways has your illness or disability affected your work?

....

....

Q8.8 Which of the following best describes your religion or belief?

Baha'i .... ☐

Buddhist .... ☐

Christian .... ☐

Hindu .... ☐

Jain .... ☐

Jewish .... ☐

Muslim .... ☐

No religion .... ☐

Rastafarian .... ☐

Sikh .... ☐

Zoroastrian .... ☐

Any other religion or belief .... ☐

Q8.8 If you selected 'Any other religion or belief', please specify

....

Q8.9 Which of the following most accurately describes your sexual orientation?

Bisexual .... ☐

Gay .... ☐

Heterosexual .... ☐

Lesbian .... ☐

Other .... ☐

Prefer not to answer .... ☐

Q8.10 In which part of the country is the school where you currently work?

North East England .... ☐

North West England .... ☐

Yorkshire and the Humber .... ☐

East Midlands .... ☐

West Midlands .... ☐

Eastern England .... ☐

London .... ☐

South East England .... ☐

South West England .... ☐

I do not currently work in a school.. ☐

Other .... ☐

Q8.10 If you selected 'other', where do you work?

....

....

Q9.1 Is there anything you would like to say about equality, pay and progression, performance management and capability in the teaching profession?

....

....

....

Section 10: Your contact details

It is the aim of NASUWT to look at the impact of changes to teachers' pay over the next five years.

To do this, we need to be able to contact you next year so we can send you a personal invitation to participate in the survey next year. This personal invitation will enable us to link your responses over the years, creating one record for you that will eventually cover your experiences over five years.

This information will be encrypted and stored separately to your survey response on a secure server at the University of Warwick. Only the members of the University of Warwick team (Gaby Atfield, David Owen, Sally-Anne Barnes and Clare Lyonette) will have access to the information.

If you have any questions about our secure data storage or policies to protect anonymity, please contact g.j.atfield@warwick.ac.uk

Q10.1 Please enter your name

You may enter only your first name if you wish, although your full name will make it easier for us to link your survey responses in the future

....

Q10.2 Please enter an email address you would be happy for us to use to contact you with an invite for next years' survey

....

We will be conducting some follow-up telephone interviews with teachers to find out more about their views and experiences of pay and progression policies. The interviews are completely confidential and last approximately 20-30 minutes

Q10.3 Would you be willing to participate in a short, anonymous, interview?

Yes .... ☐

No .... ☐

Q10.4 If we may contact you by telephone to arrange an interview, please enter your number, otherwise, leave blank

....

Q10.5 If we may contact you by email to arrange an interview, please enter your email address, otherwise, leave blank

....

Thank you very much for participating in this important survey on pay and progression in the teaching profession. We will be tracking changes to teachers' pay over the next five years and very much hope that you will take part in the survey next year. As the project progresses, we will be setting up a webpage where you can find out more about what we are finding. Please look out for an email about this. If you have any questions or comments about the content of the survey or the research more generally, please contact:

Gaby Atfield

Institute for Employment Research, University of Warwick

g.j.atfield@warwick.ac.uk

Tel: 02476 150 419

http://www2.warwick.ac.uk/fac/soc/ier/

APPENDIX 2: TOPIC GUIDES

TOPIC GUIDE FOR STAKEHOLDER INTERVIEWS (all teachers, union staff, other stakeholders)

PREAMBLE

Good morning/afternoon, my name is XXXXXXXXXXXXXXXX from the Institute for Employment Research at the University of Warwick. I/my colleague emailed you a while ago and you kindly agreed to be interviewed for the project on the changes to pay and progression for teachers. Is it still OK for us to talk now?

Yes   CONTINUE

No   Arrange date and time to call back

ARRANGE BOOKING   _____ date   _____ time

No, will not participate   ; THANK AND CLOSE

REASSURANCES

I just need to say a few things before we start: the research is being conducted for the NASUWT by the Institute for Employment Research. The research is exploring:

 a) how the new pay arrangements are affecting pay levels and progression;

 b) whether or not schools have policies in place to prevent and tackle discrimination in relation to pay and progression;

 c) how differences in levels of pay and rates of progression are explained at the school level.

We are very keen to hear about your own experiences and there are no right or wrong answers. I want to stress that everything you say will be treated in the strictest confidence and the anonymity of you and your place of work is guaranteed in any report or any other publication produced from the research. The interview should take around 20-30 minutes.

Would you mind if I tape the interview? Yes / No

1. To begin with, can I ask if you are a practising teacher? If so, what role? Type of school?

……

2. Are you aware of any changes as yet to the policies and practices within your local schools/your own school [if a practising teacher] regarding pay levels and progression? [IF NO: PROBE for awareness of any changes in the future]

……

3. IF YES: How have any changes in policy been communicated to the teachers? IF NO: How are any changes in policy generally communicated to the teachers? [PROBE FOR ALL re transparency, openness and fairness to all teachers; PROBE for any specific examples of good/bad practice]

……

4. ALL: Do you think that the changes to pay levels and progression are more or less likely to increase the potential for discrimination?

……

5. ALL: Are there any particular types of discrimination which might be more or less likely as a result of these changes? [PROBE around age, ethnicity, gender, disability, other]

……

6. ALL: Are there any particular points in one's career when teachers may be more vulnerable to these policy changes? [PROBE for having children, pre-retirement, etc; PROBE for any gender differences]

……

7. ALL: Are there any safeguards in place in your local schools/ your own school [if a practising teacher] to combat any potential discrimination and if so, do they work? [PROBE for specific examples; PROBE for other safeguards such as union support]

……

8. ALL: Do you have any suggestions for particular safeguards which could exist to combat discrimination as a result of these changes to pay levels and progression?

……

9. ALL: Anything else to add?

……

1. To begin with, can I double-check that you are a practising teacher? If so, what role? Type of school?

....

2. Have there been any changes as yet to the policies and practices within your own school regarding pay levels and progression? [IF NO: PROBE for plans for any changes in the future]

....

3. IF YES: How have these changes in policy been communicated to the teachers? IF NO: How are any changes in policy generally communicated to the teachers? [PROBE FOR ALL re transparency, openness and fairness to all teachers; PROBE for any specific examples of good/bad practice]

....

4. ALL: How do you personally feel about the changes to pay levels and progression? [PROBE FOR specific information about better/worse for teachers and if so, why?]

....

5. ALL: And how do you think teachers in your school are reacting to the changes to pay levels and progression? [PROBE FOR specific concerns, examples if possible]

....

6. ALL: Do you think that the changes to pay levels and progression are more or less likely to increase the potential for discrimination? PROBE FOR any particular types of discrimination which might be more or less likely as a result of these changes? [age, ethnicity, gender, disability, other]

....

7. ALL: Are there any particular points in one's career when teachers may be more vulnerable to these policy changes? [PROBE for having children, pre-retirement, etc.; PROBE for any gender differences]

....

8. ALL: Are there any safeguards in place in your own school to combat any potential discrimination and if so, how do they work? [PROBE for specific examples; PROBE for other safeguards for teachers such as union support]

....

9. ALL: Do you have any suggestions for particular safeguards which could exist to combat discrimination as a result of these changes to pay levels and progression? [PROBE FOR whether/when they might be introduced in the future]

....

10. ALL: Anything else to add?

....

APPENDIX 3 CHARACTERISTICS OF THE SAMPLE

Table A.1 Personal characteristics

		Count	%
Gender	Male	2253	29.6
	Female	5307	69.8
	Trans	4	0.1
	Other	1	0.0
	Prefer not to say	37	0.5
Age	Under 30	1159	15.3
	30 to 49	4423	58.3
	Over 50	1999	26.4
Ethnicity	White	7084	94.2
	BME	439	5.8
Religion	None or agnostic	2549	35.8
	Christian	4284	60.2
	Muslim, Hindu, Sikh	197	2.8
	Other belief system	88	1.2
Sexuality	Heterosexual	6936	89.9
	LGBT	287	3.7
	Not declared	490	6.4
Long-term illness or disability	Not ill	7466	96.8
	Long-term or chronically ill	247	3.2
Region	North East England	464	6.1
	North West England	1067	14.0
	Yorkshire and the Humber	881	11.6
	East Midlands	844	11.1
	West Midlands	1044	13.7
	Eastern England	557	7.3
	London	580	7.6
	South East England	1251	16.5
	South West England	867	11.4
	I do not currently work in a school	24	0.3
	Other	25	0.3

Table A.2 Extended breakdown of ethnicities and religions

		Count	%
Census ethnic group	White-British	6509	86.4
	White-Irish	190	2.5
	White-Other	385	5.1
	Mixed White-BC	27	0.4
	Mixed White-BA	6	0.1
	Mixed White-Asian	36	0.5
	Mixed White-Other	44	0.6
	Indian	97	1.3
	Pakistani	39	0.5
	Bangladeshi	18	0.2
	Other Asian	33	0.4
	Black-African	56	0.7
	Black-Caribbean	54	0.7
	Black-Other	12	0.2
	Chinese	14	0.2
	Arab	1	0.0
	Other ethnic group	2	0.0
	Refused or not stated	13	0.2
Extended 2011 Census religion	No religion	2540	35.7
	Christian	4284	60.2
	Buddhist	36	0.5
	Jewish	26	0.4
	Hindu	45	0.6
	Muslim	83	1.2
	Sikh	33	0.5
	Other religion	10	0.1
	Other belief system	52	0.7
	Agnostic	9	0.1

Table A.3 Job characteristics

		Count	%
Phase of education	Pre-primary	212	2.8
	Primary	2062	27.4
	Secondary	4143	55.1
	Special, PRU, Other	828	11.0
	Centrally employed	276	3.7
Education sector	Community, foundation, PRU	3207	42.9
	Academies and Free schools	3227	43.1
	Voluntary aided or controlled	802	10.7
	Independent	45	0.6
	Studio, CTC, UTC	21	0.3
	Other	178	2.4
Job level	Head	39	0.5
	Deputy or assistant head	390	5.1
	Department head	1474	19.4
	Assistant head or leader	1279	16.8
	Classroom teacher post-threshold	1645	21.6
	Classroom teacher	2076	27.3
	Newly Qualified Teacher	234	3.1
	Supply teacher	228	3.0
	Unqualified and other	247	3.2
Subject taught	Core subject teacher	2452	32.5
	Non-core subject teacher	2466	32.7
	Teaches a range of subjects	2632	34.9
Total time as a teacher	Less than 6 months	42	0.6
	More than 6 months, less than 1 year	267	3.6
	More than 1 year, less than 3 years	556	7.6
	More than 3 years, less than 5 years	562	7.7
	More than 5 years, less than 7 years	658	9.0
	More than 7 years, less than 10 years	1064	14.5
	More than 10 years, less than 15 years	1504	20.5
	More than 15 years, less than 20 years	1096	14.9
	More than 20 years, less than 25 years	691	9.4
	More than 25 years	892	12.2

Table A.3 Job characteristics (continued)

Phase of education	Pre-primary	Primary	Secondary	Special, PRU, Other	Centrally employed
Male	.4	14.0	69.5	11.4	4.8
Female	3.8	33.2	48.9	10.9	3.2
Under 30	2.3	31.1	55.9	7.3	3.5
30 to 49	2.8	27.6	55.7	10.1	3.9
Over 50	3.1	25.0	53.6	15.1	3.3
White	2.8	28.0	54.6	11.0	3.6
BME	2.1	18.7	62.6	11.3	5.3
None or agnostic	2.0	23.8	59.8	10.6	3.7
Christian	3.3	30.3	52.1	10.8	3.5
Muslim, Hindu, Sikh	1.6	18.8	63.5	10.9	5.2
Others	1.2	23.3	55.8	14.0	5.8
No illness/disability	2.8	27.6	55.0	11.0	3.6
Disability/ill	2.5	23.1	58.7	10.7	5.0

Education sector	Community, foundation, PRU	Academies and Free schools	Voluntary aided or controlled	Independent	Studio, CTC, UTC	Other
Male	35.5	53.3	7.9	0.8	0.5	2.0
Female	46.0	38.8	11.9	0.5	0.2	2.6
Under 30	40.8	47.6	8.8	1.0	0.2	1.6
30 to 49	43.5	43.3	10.6	0.4	0.3	1.8
Over 50	42.9	40.1	12.1	0.8	0.3	3.8
White	43.3	42.6	10.9	0.6	0.3	2.4
BME	36.3	51.9	7.9	1.2	0.2	2.6
None or agnostic	43.1	47.6	6.4	0.3	0.4	2.2
Christian	43.0	39.6	14.1	0.7	0.2	2.3
Muslim, Hindu, Sikh	43.2	50.0	1.0	1.6	0.0	4.2
Others	48.2	43.5	3.5	1.2	1.2	2.4
No illness/disability	43.0	43.1	10.7	0.6	0.3	2.3
Disability/ill	40.1	44.2	12.0	0.0	0.4	3.3

Job level	Head	Deputy or assistant head	Depart-ment head	Assistant head or leader	Classroom teacher post-threshold	Class-room teacher	Newly Qualified Teacher	Supply teacher	Unqualified and other
Male	0.7	5.6	26.2	14.6	18.7	25.1	2.8	3.0	3.3
Female	0.4	4.9	16.4	17.8	22.9	28.2	3.2	3.0	3.2
Under 30	0.0	1.4	9.8	16.4	1.9	54.1	13.5	.9	1.9
30 to 49	0.4	6.2	21.6	18.4	23.8	24.0	1.4	1.5	2.7
Over 50	1.1	4.9	20.2	13.5	28.0	18.9	0.6	7.5	5.3
White	0.5	5.2	19.5	17.1	21.7	26.8	3.0	2.9	3.3
BME	0.7	4.6	18.0	11.6	20.5	35.1	3.2	4.3	2.1
None or agnostic	0.3	4.2	19.4	16.8	21.1	29.4	3.6	2.1	3.2
Christian	0.6	5.4	19.4	17.4	22.2	25.7	2.7	3.5	3.2
Muslim, Hindu, Sikh	0.0	4.1	17.8	12.2	19.3	37.1	5.1	2.5	2.0
Others	1.1	9.1	22.7	12.5	18.2	21.6	6.8	3.4	4.5
No illness/disability	0.5	5.2	19.5	16.7	21.4	27.2	3.1	3.0	3.3
Disability/ill	0.8	2.8	15.4	19.0	26.7	28.7	2.0	2.8	1.6

APPENDIX 4 REGRESSION MODELS OF KEY OUTCOMES

The regression model is a statistical technique commonly applied to survey data to identify the influence of a set of measures of personal and environmental characteristics gathered in a survey upon a variable measuring a particular outcome. Here, three key career outcomes were modelled for teachers who had been in work during 2014/15:

- The probability of receiving the 'cost of living' award (q5.15)
- The probability of being recommended for pay progression (q5.20)
- The probability of being promoted (q5.25)

In each case the teacher either receives an award or promotion or does not, and hence the regression model seeks to 'explain' the probability of a binary outcome (measured as 1 or zero). The appropriate form of regression model to use for data of this type is the binary logistic regression models. In each case, the probability of success is treated as a function of a set of independent variables describing individual and school characteristics. The model seeks to identify the way having a protected characteristic influences the probability of achieving one or other of these events, given other characteristics of the individual and their school.

The key individual characteristics were:

- Age
- • Gender
- Ethnic group
- Disability
- Religion
- Job level

The key school characteristics were:

- Sector
- Phase
- Size
- Latest school inspection results
- Region

The same set of independent variables were used for each regression model. The results are presented in Table 1, which presents odds ratios and levels of statistical significance of these for each of the three models. Those which are statistically significant at the 5 per cent level (i.e. those which have at least a 95 per cent probability of not being occurring due to chance) are highlighted.

Each model estimates the independent influence of a given characteristic (holding the effect of other characteristics constant). This effect is represented by the 'odds ratio', the size of which measures the increase or decrease in probability of achieving the outcome being modelled as the value of the independent variable changes. An odds ratio of 1 represents a neutral effect, with values lower than one representing being less likely to experience the phenomena being modelled occurring and a value greater than 1 representing a greater than average chance. Statistical significance identifies whether the difference of the odds ratio from one occurred by chance. Highlighted values are at least 95 per cent certain to be higher or lower than 1 (the 5 per cent significance level). The constant term represents a teacher who is White-British, male, not disabled or long-term ill, a head teacher, aged 30 to 49, heterosexual, with no religion, living in London, working in a community or foundation school which received an excellent inspection and had more than 75 teachers. This combination would be expected to be associated with a relatively advantaged situation, and hence the odds ratios for other levels of the independent variables included in the model would be expected to be mostly less than 1.

The Cox & Snell and Nagelkerke R square statistics indicate the degree of fit of the regression (but, unlike the R square measure for standard regression, do not indicate the proportion of the variance in the dependent variable explained by the model). The model for the likelihood of receiving a promotion is more successful than those for receiving a cost of living award or pay increase.

Table A.5 Coefficients from the binary logistic regression models

Independent Variable	Receive cost of living award		Received pay award		Promoted	
	Odds ratio	Significance	Odds ratio	Significance	Odds ratio	Significance
Individual characteristics						
Female	0.600	0.000	1.293	0.020	1.665	0.002
Disabled or long-term ill	1.076	0.464	0.520	0.000	0.404	0.003
Aged under 30	0.853	0.066	2.116	0.000	3.083	0.000
Aged 50 or more	1.329	0.000	0.610	0.001	0.425	0.001
Ethnicity						
White Irish	0.649	0.024	0.778	0.433	1.002	0.996
White Other	0.868	0.291	0.710	0.106	0.608	0.135
Mixed parentage	0.771	0.270	0.647	0.227	0.478	0.188
Indian	0.628	0.312	1.280	0.750	1.043	0.964
Pakistani/Bangladeshi	0.200	0.041	0.388	0.447	4.177	0.413
Black-African	0.196	0.001	0.479	0.246	0.000	0.999
Black-Caribbean	0.448	0.039	1.175	0.771	0.147	0.115
Other	1.007	0.980	0.845	0.737	1.199	0.801
Sexual orientation						
LGBT	0.649	0.004	0.684	0.114	0.832	0.615
Not declared	0.895	0.449	0.907	0.710	0.664	0.314
Religion						
Christian	1.049	0.434	0.812	0.046	0.792	0.154
Buddhist	0.685	0.408	3.039	0.200	2.244	0.531
Jewish	1.016	0.977	0.269	0.226	1.148	0.926
Hindu	1.582	0.329	0.450	0.263	0.480	0.435
Muslim	0.755	0.589	0.476	0.422	0.323	0.464
Sikh	0.694	0.583	0.324	0.257	0.071	0.095
Other	0.851	0.600	1.000	1.000	1.284	0.733
Job level						
Deputy or assistant head	0.257	0.006	0.171	0.102	0.809	0.878
Department head	0.216	0.001	0.080	0.018	0.249	0.303
Assistant head or leader	0.232	0.002	0.071	0.013	0.320	0.398
Classroom teacher post-threshold	0.179	0.000	0.054	0.006	0.065	0.045
Classroom teacher	0.177	0.000	0.052	0.005	0.052	0.030
Newly Qualified Teacher	0.075	0.000	0.014	0.000	0.523	0.710
Supply teacher	0.061	0.000	0.016	0.002	0.000	0.999
Unqualified and other	0.116	0.000	0.040	0.004	0.250	0.334

Table A.5 Coefficients from the binary logistic regression models (continued)

Independent Variable	Receive cost of living award		Received pay award		Promoted	
	Odds ratio	Significance	Odds ratio	Significance	Odds ratio	Significance
School-level variables						
Pre-primary	0.900	0.683	1.087	0.839	1.510	0.591
Primary	0.939	0.733	1.405	0.265	1.262	0.604
Secondary	1.157	0.347	1.288	0.305	1.396	0.330
Special, PRU, Other	0.883	0.508	1.093	0.773	1.011	0.980
Sector						
Academies and Free schools	1.180	0.018	0.903	0.398	1.159	0.421
Voluntary aided or controlled	0.970	0.755	0.948	0.748	1.143	0.650
Independent, Studio, CTC, UTC, Other	0.592	0.012	0.419	0.008	0.962	0.954
School size						
Less than 5	0.661	0.125	0.356	0.010	0.343	0.369
5 to 9	0.809	0.187	0.590	0.050	1.493	0.367
10 to 24	0.919	0.518	0.685	0.093	1.339	0.403
25 to 49	0.905	0.294	0.788	0.144	1.402	0.147
50 to 74	1.006	0.941	0.809	0.142	0.843	0.391
Latest inspection						
2 Good	1.007	0.933	0.751	0.039	0.820	0.321
3 Requires improvement	0.894	0.233	0.509	0.000	0.797	0.360
4 Inadequate - serious weaknesses	0.384	0.000	0.462	0.047	3.269	0.135
4 Inadequate - special measures	0.651	0.007	0.281	0.000	1.685	0.193
Other	0.928	0.752	0.331	0.005	6.318	0.034
Region						
North East England	1.437	0.027	0.769	0.354	0.907	0.813
North West England	1.462	0.005	0.909	0.698	0.775	0.475
Yorkshire and the Humber	1.267	0.092	0.685	0.127	0.807	0.553
East Midlands	1.247	0.114	0.714	0.169	1.586	0.212
West Midlands	1.314	0.044	0.748	0.219	1.025	0.941
Eastern England	1.406	0.027	0.870	0.607	1.122	0.778
South East England	1.077	0.575	0.690	0.103	1.325	0.390
South West England	1.250	0.111	0.792	0.347	1.118	0.755
Constant	0.254	0.000	0.380	0.006	0.011	0.998
Goodness of fit						
Cox & Snell R Square	0.068		0.106		0.237	
Nagelkerke R Square	0.091		0.146		0.319	

APPENDIX 5 ADDITIONAL TABLES

Table A.6 Percentage of teachers who agree that their treatment is fair with respect to:

	Age	Gender	Ethnicity / Nationality	Religion	Sexual Orient- ation	Health / Disability	Length of service	Job title	The subject(s) they teach	Whether they are full or part-time	Whether they belong to a Union
Male	55.9	67.5	74.3	72.2	72.7	61.9	50.2	48.2	42.3	47.7	55.7
Female	57.4	66.0	76.7	75.7	76.2	61.5	50.0	45.5	46.9	45.8	59.9
All genders	56.9	66.4	75.9	74.6	75.2	61.6	50.1	46.2	45.5	46.4	58.6
Under 30	65.2	76.2	85.1	84.2	85.3	73.4	53.4	48.9	52.9	57.3	68.2
30 to 49	59.4	67.2	77.5	75.5	76.4	62.3	51.7	46.9	45.7	45.4	59.6
Over 50	46.2	58.7	66.6	66.8	66.2	52.7	44.3	42.9	40.3	41.9	50.6
All age groups	56.9	66.4	75.9	74.7	75.2	61.6	50.1	46.2	45.4	46.4	58.6
White	58.0	67.5	78.1	76.4	76.6	62.7	51.0	47.2	46.3	47.2	59.5
BME	40.3	50.5	43.9	49.6	55.5	46.5	35.1	30.9	32.9	35.3	44.0
Mixed parentage	48.0	60.7	62.5	65.7	68.8	54.9	42.2	41.7	36.3	41.2	58.2
South Asian	40.3	50.8	40.8	44.9	55.7	48.3	36.5	31.1	37.6	34.3	43.5
Black	33.6	42.2	32.7	40.7	43.9	33.6	25.7	21.4	22.0	32.1	32.0
Chinese and Other	37.5	33.3	37.5	60.0	50.0	60.0	40.0	25.0	33.3	31.3	40.0
Refused	36.4	45.5	44.4	44.4	50.0	36.4	30.0	27.3	30.0	41.7	58.3
All ethnic groups	57.0	66.5	76.0	74.8	75.3	61.7	50.1	46.3	45.5	46.5	58.7
None or agnostic	57.1	67.3	78.7	76.9	77.4	63.1	50.3	46.2	44.8	46.5	59.1
Christian	57.5	66.6	75.8	74.6	74.8	61.4	50.4	46.6	46.4	46.7	59.2
Muslim, Hindu, Sikh	44.6	54.9	47.8	49.7	60.5	49.2	41.1	33.3	37.8	37.5	45.1
other belief system	56.7	65.5	71.2	67.2	65.0	63.8	48.3	45.6	40.4	48.2	61.1
All religious orientations	57.0	66.5	76.0	74.7	75.3	61.7	50.1	46.1	45.5	46.4	58.8
Head	94.9	94.9	94.7	94.6	94.7	94.9	92.3	92.3	91.9	94.9	100.
Deputy or assistant head	79.8	85.2	90.5	89.7	89.4	81.5	76.4	73.4	73.9	72.1	83.3
Department head	54.7	65.3	75.7	74.1	75.0	59.8	50.1	46.0	37.9	43.4	55.3
Assistant head or leader	61.0	68.5	78.4	77.3	77.5	63.8	54.2	49.1	48.5	48.0	61.3
Classroom teacher UPS	48.5	60.4	72.2	70.6	71.0	55.2	44.4	39.9	41.3	38.6	52.6
Classroom teacher	57.0	65.9	74.3	73.3	74.0	61.2	45.0	41.9	44.0	46.2	57.7
Newly Qualified Teacher	68.0	77.3	84.9	83.4	83.5	76.3	60.1	58.8	60.5	61.2	69.7
Supply teacher	45.3	53.0	62.4	62.6	64.7	51.4	41.8	41.3	45.8	38.6	42.9
Unqualified and other	57.9	69.8	75.8	73.2	72.9	61.7	53.7	48.4	48.2	51.1	62.1
All job levels	56.9	66.4	75.9	74.6	75.2	61.6	50.1	46.2	45.4	46.4	58.6
LGBT	56.3	68.0	76.8	77.4	71.3	62.3	48.7	45.8	45.3	47.5	58.6
Disabled or long-term ill	41.7	54.1	63.7	62.1	62.0	35.8	34.9	31.3	30.9	32.2	43.9

Table A.7 Percentage of teachers who disagree that their treatment is fair with respect to:

	Age	Gender	Ethnicity / Nationality	Religion	Sexual Orient-ation	Health / Disability	Length of service	Job title	The subject(s) they teach	Whether they are full or part-time	Whether they belong to a Union
Male	27.8	15.2	5.8	5.6	4.2	16.0	28.7	28.0	36.4	26.5	15.0
Female	28.4	17.2	6.0	6.0	3.5	18.8	30.2	33.2	31.9	31.8	13.0
All genders	28.3	16.6	5.9	5.9	3.7	18.0	29.8	31.8	33.3	30.2	13.6
Under 30	21.9	12.3	4.4	4.9	3.4	12.0	29.8	35.0	32.1	24.0	10.3
30 to 49	25.8	16.6	5.8	5.8	3.6	17.7	28.2	31.9	32.9	32.0	13.6
Over 50	37.8	19.2	6.9	6.5	4.1	22.3	33.7	29.5	35.4	30.0	15.8
All age groups	28.3	16.6	5.9	5.8	3.7	18.0	29.9	31.8	33.4	30.3	13.6
White	27.5	15.9	4.1	4.9	3.3	17.5	29.0	30.8	32.7	29.9	12.9
BME	38.8	27.0	34.2	20.9	10.7	24.0	42.8	44.8	44.1	34.1	23.2
Mixed parentage	39.2	23.4	16.3	13.7	7.3	24.5	38.2	38.8	42.2	37.3	20.4
South Asian	38.1	27.1	38.0	27.3	10.9	23.3	44.4	47.2	41.0	38.3	25.6
Black	39.8	30.3	46.9	19.4	14.0	26.2	45.0	43.8	50.5	23.9	21.4
Chinese and Other	37.5	26.7	18.8	6.7	7.1	13.3	40.0	62.5	46.7	37.5	26.7
Refused	54.5	36.4	33.3	44.4	37.5	63.6	60.0	63.6	50.0	33.3	33.3
All ethnic groups	28.2	16.6	5.9	5.9	3.7	18.0	29.8	31.7	33.4	30.1	13.6
None or agnostic	27.5	16.5	3.9	4.6	3.1	17.5	29.6	31.8	33.8	30.4	13.6
Christian	28.2	16.2	5.6	5.7	3.7	18.4	29.7	31.1	32.9	30.1	13.2
Muslim, Hindu, Sikh	37.5	25.0	32.1	24.0	8.5	25.7	42.2	46.0	41.1	38.0	23.4
other belief system	26.7	17.2	10.2	8.6	10.0	10.3	25.9	29.8	31.6	32.1	14.8
All religious orientations	28.2	16.6	5.8	5.9	3.7	18.2	29.9	31.8	33.4	30.4	13.6
Head	2.6	2.6	2.6	2.7	2.6	2.6	2.6	2.6	2.7	2.6	0.0
Deputy or assistant head	13.2	7.6	2.1	2.1	1.4	8.2	13.2	14.6	16.0	17.1	7.2
Department head	30.0	18.0	5.1	5.9	4.1	18.1	29.6	31.2	43.2	31.6	15.9
Assistant head or leader	25.9	14.9	5.7	4.9	4.0	18.3	25.8	29.8	29.3	27.9	12.8
Classroom teacher UPS	33.8	18.9	5.4	6.7	3.3	24.0	34.2	35.8	35.2	37.6	15.1
Classroom teacher	27.9	17.3	7.6	6.8	4.3	16.8	33.6	35.7	33.4	29.7	13.3
Newly Qualified Teacher	21.0	10.0	2.4	3.3	2.9	10.0	26.8	26.9	22.9	16.4	9.1
Supply teacher	37.8	24.2	12.1	9.4	3.0	17.8	30.8	23.8	24.6	35.2	16.5
Unqualified and other	26.8	14.2	6.3	4.5	3.2	12.3	24.9	27.6	27.7	24.4	12.6
All job levels	28.3	16.6	5.9	5.9	3.7	18.0	29.8	31.8	33.4	30.2	13.6
LGBT	33.8	18.4	7.9	4.9	14.6	21.6	34.1	37.7	39.7	31.7	16.9
Disabled or long-term ill	41.8	23.9	8.7	9.1	7.9	43.7	43.5	44.8	42.8	41.9	25.5

Table A.8 Percentage agreeing with statements on employment conditions and combating discrimination

	I feel secure in my job	I feel valued in my job	Considering the job I do, I think my pay is fair	Considering the pay of other teachers in my school, I think my pay is fair	If I thought I was being treated unfairly, I would have no problem personally raising the issue with school leaders	If I thought I was being treated unfairly, I believe that school leaders would address my concerns appropriately	In the past year, I have personally experienced discrimination by managers and/ or colleagues on matters other than pay and progression
Male	49.1	38.5	28.2	38.2	46.1	30.3	19.5
Female	54.9	41.0	30.1	38.2	36.8	29.1	22.5
All genders	53.1	40.2	29.5	38.2	39.6	29.4	21.7
Under 30	67.7	44.5	25.0	30.8	33.0	32.7	16.5
30 to 49	53.5	39.8	31.5	40.4	39.5	29.4	21.2
Over 50	43.1	38.3	27.9	37.6	43.9	27.5	25.5
All age groups	53.1	40.1	29.5	38.2	39.7	29.4	21.7
White	54.0	41.0	30.4	39.3	40.4	30.0	21.0
BME	39.8	28.4	18.7	21.5	27.4	19.6	30.9
Mixed parentage	49.5	34.8	26.5	26.0	37.5	26.9	27.8
South Asian	37.8	25.9	17.2	22.0	24.5	19.6	29.6
Black	35.3	26.1	15.4	16.8	22.2	12.3	33.0
Chinese and Other	29.4	29.4	5.9	18.8	29.4	23.5	53.3
Refused	25.0	15.4	7.7	0.0	16.7	33.3	44.4
All ethnic groups	53.1	40.2	29.6	38.3	39.6	29.4	21.6
None or agnostic	54.4	40.0	29.0	39.5	40.0	28.7	19.4
Christian	53.4	40.4	30.2	38.0	39.5	29.8	22.4
Muslim, Hindu, Sikh	40.6	33.2	22.3	24.9	31.8	24.3	33.3
other belief system	49.2	39.3	34.4	33.3	36.7	30.0	24.1
All religious orientations	53.3	40.1	29.6	38.1	39.4	29.3	21.7
Head	71.8	76.9	51.3	75.7	86.5	78.4	20.0
Deputy or assistant head	73.0	63.6	48.1	57.4	62.8	53.5	17.9
Department head	54.3	41.5	33.1	41.8	43.4	27.7	20.5
Assistant head or leader	62.6	43.3	33.9	41.8	41.0	30.9	19.1
Classroom teacher UPS	46.3	32.5	31.6	42.8	37.9	25.3	25.6
Classroom teacher	49.8	35.8	19.9	27.1	31.7	25.7	21.7
Newly Qualified Teacher	60.9	53.2	18.9	33.7	37.3	40.7	11.5
Supply teacher	20.9	44.6	28.5	25.9	36.8	30.3	36.4
Unqualified and other	47.4	46.3	32.4	35.4	46.0	33.2	22.1
All job levels	53.0	40.2	29.6	38.3	39.6	29.4	21.7
LGBT	55.2	40.1	32.2	39.7	43.1	31.0	29.5
Disabled or long-term ill	32.5	27.5	24.8	31.7	30.7	18.4	37.7

Table A.9 Percentage disagreeing with statements on employment conditions and combating discrimination

	I feel secure in my job	I feel valued in my job	Considering the job I do, I think my pay is fair	Considering the pay of other teachers in my school, I think my pay is fair	If I thought I was being treated unfairly, I would have no problem personally raising the issue with school leaders	If I thought I was being treated unfairly, I believe that school leaders would address my concerns appropriately	In the past year, I have personally experienced discrimination by managers and/or colleagues on matters other than pay and progression
Male	35.2	41.7	51.1	38.2	40.8	45.0	59.9
Female	30.2	41.5	51.0	39.6	49.7	46.7	60.3
All genders	31.8	41.6	51.1	39.2	47.1	46.2	60.0
Under 30	21.6	36.6	57.8	49.1	54.3	43.6	70.0
30 to 49	31.0	41.9	48.7	38.0	47.3	46.1	60.3
Over 50	39.8	44.3	52.4	36.4	42.4	48.4	53.8
All age groups	31.8	41.7	51.1	39.3	47.1	46.3	60.1
White	31.2	40.8	50.0	38.0	46.4	45.3	61.0
BME	40.7	53.3	65.6	58.0	57.2	59.3	45.2
Mixed parentage	36.7	42.9	60.2	56.0	50.9	52.8	57.4
South Asian	43.2	62.7	69.9	58.2	64.7	64.8	43.2
Black	39.7	48.7	65.8	59.8	52.1	58.8	39.6
Chinese and Other	47.1	52.9	52.9	56.3	52.9	47.1	20.0
Refused	66.7	53.8	84.6	72.7	75.0	50.0	44.4
All ethnic groups	31.8	41.6	50.9	39.2	47.1	46.2	60.1
None or agnostic	31.1	41.0	49.7	37.3	47.4	45.9	64.3
Christian	31.5	41.5	50.9	39.6	46.7	45.7	58.5
Muslim, Hindu, Sikh	39.1	55.6	66.5	54.6	57.8	60.8	42.8
other belief system	44.3	42.6	49.2	47.4	46.7	40.0	42.6
All religious orientations	31.7	41.7	50.9	39.2	47.2	46.1	60.0
Head	20.5	7.7	35.9	8.1	10.8	16.2	73.3
Deputy or assistant head	16.5	23.8	33.1	24.5	26.6	27.9	68.7
Department head	29.3	40.3	48.2	38.2	43.5	46.1	61.3
Assistant head or leader	24.7	39.4	45.8	36.0	45.2	44.7	64.6
Classroom teacher UPS	36.5	49.3	46.5	31.0	50.1	50.3	54.6
Classroom teacher	34.5	44.9	61.0	49.6	54.0	49.9	58.4
Newly Qualified Teacher	27.6	30.0	68.9	50.0	50.9	37.9	75.9
Supply teacher	64.4	36.1	59.5	52.5	44.2	44.5	43.2
Unqualified and other	38.0	31.7	48.5	41.3	36.7	39.8	59.2
All job levels	31.8	41.6	51.0	39.2	47.1	46.2	60.0
LGBT	35.6	41.1	51.2	42.3	45.9	47.4	55.4
Disabled or long-term ill	54.4	58.2	59.5	46.9	58.2	60.9	46.4

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