



Annual Report 2022

Report of National Executive Committee

#NASUWT23

NASUWT
The Teachers' Union

President

Rosemary Carabine

General Secretary

Dr Patrick Roach

Honorary Treasurer

Michelle Codrington-Rogers

FOREWORD FROM THE PRESIDENT

The late 1970s may have seen the birth of the phrase 'winter of discontent' in relation to the UK economy, but 2022 may have topped that with industrial action taking place across more than half of the year.

With workers already feeling the pinch as a result of rising costs caused by Russia's invasion of Ukraine, as well as the ongoing economic recovery from COVID-19, what the trade union movement wanted to see was an appropriate response from the Government to ensure those who kept the nation moving during the heart of the pandemic were fairly remunerated.

The reality could not be more different. The UK Government decided to double down with its demonisation of trade unions and working people, pushing through numerous pieces of legislation that served to rip up hard-fought-for workers' rights and undermine the core existence of trade unions.

But while the tactics and rhetoric used by the Government are undoubtedly damaging, the trade union movement has rallied against these challenges – and will do so again. When I took my first steps into the trade union movement in 1985, as a

NASUWT student rep, we were in the depths of Thatcher's Britain. It was during this period that we saw a drive towards greater privatisation of our public assets, underpinned by a 'small state' political philosophy that could only see schools as separate islands in competition with each other. From this came the 1988 Education Act, which took control of education away from those who had their 'boots on the ground' and handed it over to amateur governing bodies with highly paid executive heads who have little to no understanding of the issues facing our members.

The toxic history of Thatcherism can still be felt within the education sector and can be seen in much of the current government ideology. But the response of the NASUWT has remained, and will remain, the same: **Put Teachers First**.

Despite all of the challenges posed by the Government, exacerbated by the pandemic and inflation, our members knew they had to yet again rise

to the challenge – and they did so fantastically. Whether that be through coordinated industrial action, fighting against legislation that will further impact their ability to do the job they love, or championing equality in the workplace, NASUWT members across the globe once again stepped up to the plate to ensure their needs, and the needs of their pupils, were not ignored.

And we were there to support them in this fight. Our **Better Deal for Teachers** campaign highlighted the concerns of teachers and called for improvements to teachers' pay and working conditions. This included the need for an across-the-board programme of pay restoration, action to tackle the impact of excessive workload and working hours, and measures to promote teacher wellbeing, health and safety at work.

But what are the priorities looking ahead to the future?

During the pandemic, children were denied the order,



Angela Butler, President

Pay, of course, must be a priority. Teachers do not expect to be millionaires, but we expect a decent wage that reflects our skills and values the intensity of the work we do. But with inflation still so high, any meagre pay 'rises' are, in real terms, yet another cut and yet another kick in the teeth.

And, of course, we must rally together to push back the Government's various regulations and bills which seek to erode the rights we all hold so dear.

It would be naive to think that 2023 will not bring more challenges, but in my experience – not just as President but throughout my decades of activism within the NASUWT – I know that each and every member will face these head-on and do everything in their power to ensure children across the world receive the high-quality education they deserve.



OUR BETTER DEAL FOR TEACHERS CAMPAIGN HIGHLIGHTED THE CONCERNS OF TEACHERS AND CALLED FOR IMPROVEMENTS TO TEACHERS' PAY AND WORKING CONDITIONS.

discipline and care of regular school attendance. But while COVID-19 clearly brought this stark issue to attention, we need to be clear that it is years of underfunding that took this to boiling point – the pandemic was what tipped it over the edge. With more children facing

mental health issues and teachers quitting in droves as a result of poor pay, attacks on pensions, increased workload and inequalities experienced by Black and ethnic minority teachers, we are looking to those in power to help us solve this crisis.



CHAMPIONING QUALITY IN EDUCATION

The unrelenting squeeze in real terms funding for our sector, and the uncertainty around government legislation, meant that we had to step up and demand better for pupils, especially those with additional needs.

Throughout the year, we continued to lobby for qualification reform. As part of our efforts, we were pleased to secure a U-turn from the Government, following its attempts to remove funding for BTEC qualifications.

We also criticised the Department for Education (DfE) and Ofqual's proposals to return to standards used to grade qualifications in 2019, and expressed our concerns that Ofqual is failing to prevent workload-intensive over-collection of evidence to support grading in the event of the cancellation of examinations.

In Scotland, NASUWT met with Scottish Government Ministers, civil servants and others and regularly rehearsed concerns about the lack of teacher involvement in the various strands of education reform. Our concerns were acknowledged as valid, particularly with regard to the process of forming replacement bodies for the SQA and Education Scotland and the founding of a new Inspectorate. Clear commitments were made to improve communication and engagement with NASUWT and

the wider teacher workforce in this important work. Issues with the independent Hayward Review of Assessment & Qualifications were also highlighted in a formal Consultation response.

Opposing the Schools Bill

In May, the Westminster Government published its Schools Bill. The Bill took forward some of the proposals set out in the Schools White Paper, particularly in relation to the regulation of the academies sector.

The Government's tacit admission, that the system it had created in 2011 was not working was to be welcomed. Indeed, we had highlighted our long-held concerns about the lack of effective scrutiny and oversight of academy trusts, recognising the risks to the workforce and the costs to the public purse. However, ceding to pressure from other quarters, the Government abandoned the Bill, with no indication of how it intended to address the accountability concerns that were highlighted by the Union and others.

Fighting to close the funding gap

We continually spoke out on the issue of the funding crisis in schools and colleges, as evidence mounted through the summer and autumn of schools planning to increase class sizes and reduce staff costs in response to soaring food and energy costs.

We signed a joint letter from education unions, parents organisations, governors and employers – highlighting the Government's broken 2019 Manifesto promise to restore real terms funding for schools to 2010 levels, with forecasts predicting a minimum £2 billion shortfall by 2024. The Government responded in the 2022 Autumn Budget by committing an extra £2 billion per year to schools for the next two years. However, as we responded, the funding would do little to provide the extra headroom needed in schools and do nothing to address cuts elsewhere to services for children, young people and families.

Protecting pupils during the cost-of-living crisis

We have heard from members about the pervasive impact the



cost-of-living crisis has had on pupils across the UK.

Nealy two thirds of teachers surveyed by the NASUWT said that pupils did not have the equipment they needed for their lessons, while 63% said pupils were wearing dirty or damaged clothes to class. A further 58% of respondents said they had given food or clothing to their pupils, and 15% had gone as far as to lend or give money to pupils.

We called for an emergency response from the Government to deliver extra help for children, schools and families, and doubled down on our calls

for a vital increase in funding for schools and wider children's services.

We also continued to lobby governments and administrations for funding to tackle period poverty and reduce its impact on girls' education. We called for an extension of funding to cover items such as soap, underwear, tights and clothes, and for the extension of sanitary provision to all relevant education settings.

The NASUWT worked closely with the STUC Women's Committee to campaign for Universal Free School meals.

Addressing growing class sizes

Three out of four members surveyed ahead of last year's Annual Conference thought that class sizes were getting bigger and having a negative impact on pupil progress, levels of attainment and behaviour during lessons.

We continued to highlight the detrimental effect of large class sizes on both teachers and pupils, repeating calls for the Government to act and address teacher shortages and the increasing numbers of pupils on school rolls, and for governments and administrations across the UK to introduce maximum class sizes in all key stages.



Improving provision for SEND pupils

In late March, the Westminster Government published the *SEND Review: Right support, right place, right time* – a consultation on the special educational needs and disabilities (SEND) and alternative provision (AP) system in England.

In response to the Green Paper's publication, we insisted that the ambitions outlined needed to be matched by substantial and sustained additional investment. Additionally, we made it clear that promises to improve training for staff should be accompanied by guaranteed time to access these opportunities, and that any failure to make such provisions would risk adding to the already excessive workloads which are driving too many teachers away from the profession, further

reducing the support available to pupils with SEND.

By the end of 2022, it was unclear whether commitments made in the SEND Green Paper would see the light of day.

Pupils with additional support needs (ASN) are not just being let down by the Government in Westminster. Members in Scotland warned of a postcode lottery for those seeking diagnosis and support, and we continued to argue that pupils with ASN are being failed due to a lack of funding to secure the staffing and resources required to allow them to thrive in a mainstream setting.

Ensuring the best use of remote education resources

We worked to highlight the importance of maintaining pupils' access to technology at home to support learning. Despite broadband providers EE and BT setting out their intention to withdraw the 'zero rating' of the Oak National

Academy website, which allows families to access Oak's materials without being charged, we worked with other bodies to ensure this decision was reversed, allowing children with limited internet to continue accessing remote education resources.

We did, however, make our concerns known following the decision to re-establish Oak National Academy as an arms-length national curriculum body, particularly on the issue of independence and whether the organisation would sufficiently be able to operate free from Ministerial diktat and interference under its new guise.

We are continuing to monitor developments and highlight concerns around the extent to which these materials will continue to support efforts to reduce teacher workload and as we continue to insist that these online resources are developed 'by teachers, for teachers'.

Pupils, teachers and schools are being asked to pay the price for years of government underfunding. The system is at breaking point.



Dr Patrick Roach
NASUWT General Secretary



8 out of 10 teachers say there is not enough learning material to go around as a result of growing class sizes.



91% of teachers believe their class sizes are having a negative impact on pupils' progress.

DEFENDING WORKERS' RIGHTS



Over the course of the last year, the various iterations of the Conservative Government continued to push forward with legislation to curb the basic employment rights of our members. We have campaigned individually, and alongside our sister unions and the wider trade union movement, to defend these very rights, working to delay, challenge and dilute any anti-trade union legislation through parliament and using legal means where appropriate.

Agency Worker Regulations

During the summer, the Government repealed Regulation 7 of the Conduct of Employment Agencies and Employment Businesses Regulations 2003, which prohibits agencies from supplying workers in times of industrial action. In addition, the Government raised the

level of damages that may be paid by unions subject to successful legal challenge from £250,000 to £1 million.

We called out these measures for what they are – anti-trade union and a blatant attempt by Ministers to prevent the right to strike. The Government's actions undermine the long-standing national and

international acceptance that agency workers should not be used to replace those on strike, as enshrined in international conventions such as the International Labour Organization (ILO) conventions and the Code of the World Employment Confederation, to which trade bodies representing the employment agencies and businesses, such as the



Recruitment and Employment Confederation (REC), are signed up to.

We launched a legal challenge in September, which was granted by the High Court in December. The judicial review on the repeal of Regulation 7 is set to be heard in 2023.

It is a further indictment of failure and hypocrisy by the Government that it is happy to use agency workers to undermine the collective rights of all workers, while systematically attacking agency workers' rights by refusing to end the practice of zero-hours contracts, low pay, pensions inequality and job insecurity – which are the everyday experience of agency workers, including our supply teacher members. In this context, our Supply Justice campaign continued to remain a priority for us.

Retained EU Law (Revocation and Reform) Bill

We worked alongside the TUC to oppose the Retained EU Law (Revocation and Reform) Bill, which represents a fundamental attack on workers' rights, and would remove key employment rights – including

holiday pay, protection from discrimination, and terms and conditions when an undertaking is transferred (TUPE). A coalition, including the TUC, Institute of Directors, CIPD and environmental groups, has urged the Government to withdraw the Bill. TUC polling shows that the Government faces a voter backlash if it rips up workers' rights – with 81% of Conservative voters opposed.

Strikes (Minimum Service Levels) Bill

Continuing its anti-union agenda, the Government furthered its efforts to undermine the right to strike with the Strikes (Minimum Service Levels) Bill, forcing unions to take 'reasonable steps to ensure the required employees work'. Failure to do so could lead to unions being sued and unfair dismissal for members.

We supported action by the TUC in campaigning against the Bill and in lobbying the Joint Committee on Human Rights, MPs and peers to call in the Bill for detailed scrutiny.

Fair Employment (School Teachers) Bill

In more positive news for the teaching profession, we welcomed the passing of the Fair Employment (School Teachers) Bill in the Northern Ireland Assembly. This is a major success and the result of campaigning by the Union. The Bill amends the Fair Employment and Treatment (NI) Order 1988, and removes the exemption for the employment of teachers in schools. This means it is now unlawful to discriminate against a prospective teacher on the basis of their religious belief.

Police, Crime, Sentencing and Courts Bill

We worked in tandem with the TUC to oppose the Police, Crimes, Sentencing and Courts Bill, which gives the police even more powers to shut down public protests and criminalise people for taking to the streets to challenge injustice. We were disappointed to see this Bill receive Royal Assent.



FIGHTING AGAINST 'FIRE AND REHIRE' IN CYPRUS

We secured real success for our supply teacher members in Cyprus as we responded quickly to threats from the Ministry of Defence (MoD) Cyprus to fire and rehire/fire and replace supply teachers working on UK teaching contracts, whose contracts were

threatened with termination with effect from 31 August.

Following our representations to the MoD, and with support we secured in parliament from Barry Gardiner MP, that threat has now been withdrawn. This is an important victory which means

that no supply teachers will have their contracts terminated.

A commitment has been given that supply teachers at MoD Cyprus will continue to be paid as UK-based teachers, with full access to the Teachers' Pension Scheme (TPS).

CASE STUDY



FIGHTING FOR EQUALITY

Throughout 2022, we continued to stand up and fight for under-represented groups, providing a platform to inform NASUWT policy and explore key issues affecting the membership.

Tackling gender disparities and discrimination

We continued to campaign on behalf of women teachers, calling for zero-tolerance on sexual harassment, pushing for gender-sensitive health and safety policies, and fighting for better pay and conditions for women teachers.

Analysis from the DfE revealed a widening gender pay gap, leading to a lifetime of reduced pay for women teachers and leaving them poorer in retirement. Pay progression for women school leaders has been falling behind that of men school leaders since the 2014 leadership pay reforms were introduced and, despite gender pay parity for teachers in their twenties, women teachers in their forties earn just 80% of that of their male counterparts.

At the TUC Congress, we highlighted how the deregulation of pay frameworks in 2013, coupled with pension reductions for public servants who retire before their normal pension age,

is pushing more women teachers to the poverty line in their retirement.

These statistics were reflected in the concerns of our own members. At our Women Teachers' Consultation Conference, 67% of women teachers said they were worried about the impact of a below-inflation pay award on their ability to meet their everyday living costs. A further 36% said they were struggling to make ends meet on a daily or weekly basis.

The NASUWT worked closely with the STUC Women's Committee to campaign for Universal Free School meals.

Throughout 2022, we remained vigilant and determined to eliminate all forms of sexual harassment and violence against women within the workplace, and within our own structures. Our Conference polling revealed more than half of women members had been subjected to comments of a sexual nature that made them feel uncomfortable at union meetings

and events, and that 40% did not report the incident as they thought they would not be believed or because they had no confidence that the Union would take any action.

Our Sexual Harassment Task Group brought forward proposals to address these issues and ensure that our union is a safe place for all members. We also launched our *Step Up Sisters* initiative, with the aim of achieving the full representation of women throughout the Union's structures.



WE WELCOMED THE JUSTICE (SEXUAL OFFENCES AND TRAFFICKING VICTIMS) BILL PASSING IN THE NORTHERN IRELAND ASSEMBLY, WHICH EXTENDS THE OFFENCE OF VOYEURISM TO INCLUDE UPSKIRTING AND DOWNBLOUSING, FOLLOWING CONTINUED CAMPAIGNS BY THE UNION.





Finally, at the TUC Women's Conference, we secured the nomination of two NASUWT nominees to the Women's Committee and our motions on Violence and Harassment in the World of Work and Women's Health and the Workplace were adopted and incorporated into the work programme for the year.

Fighting for racial justice in the workplace

With just three in ten Black teachers saying they are satisfied with how they are being treated at work, the fight against racial injustice remained high on the Union's agenda.

The Government continued in its failure to address the systematic inequalities exacerbating the recruitment and retention crisis within the school workforce. Pay progression rates for Black/Black British and Asian/Asian British full-time teachers are lower than for comparable white teachers. Nearly three in four Black and ethnic minority teachers are seriously considering leaving their job as a result of significant pay erosion, stifled career progression and discrimination at work. We continued to fight for a Better Deal for Black Teachers, pushing for radical reform of the pay

framework to remove its discriminatory impacts.

Through our leadership of the TUC Anti-Racism Taskforce, we continued to make the case for action on racial justice at work. Across the Taskforce's four workstreams (collective bargaining, union organising, unions as employers, and public policy), we developed a replica programme of work within the NASUWT, building on our Big Conversation for Racial Justice events.

At our first in-person Black Teachers' Consultation Conference in two years, more than 300 members came together to attend panel and workshop sessions, meet and network. Once again, we had a full delegation attend the TUC Black Workers' Conference, and our motion on Organising for Racial Justice was carried unanimously. We also secured two seats on the TUC Race Relations Committee.

A delegation of NASUWT Black members met with Shadow Secretary of State for Education Bridget Philipson to promote our Act for Racial Justice campaign and the Union's work on decolonising the curriculum as

well as to highlight a raft of issues and concerns impacting Black teachers.

The NASUWT continued to play a central role in the Anti-Racism in Education Programme in Scotland, helping to progress work on Curricular Reform, Educational Leadership and Professional Learning.

Promoting LGBTI rights and wellbeing

Levels of discrimination faced by our LGBTI members remain unacceptable. Our LGBTI Equality survey revealed that LGBTI members have experienced discrimination from pupils (68%), teachers or other staff (49%), parents (25%), and/or the school leadership (25%). Further, two thirds do not think their school/college is doing enough to promote LGBTI equality and a quarter said there are no mechanisms or processes for reporting LGBTI harassment or discrimination in their workplace.

Conversations at the LGBTI Teachers' Consultation Conference focused on mental health and wellbeing. More than 80% of members said that their job had adversely affected their mental health in the last 12 months, with the root causes of poor health and wellbeing being workload, inadequate pay levels and poor pupil behaviour, including abusive and phobic behaviour.

We continued to campaign for LGBTI rights at home and around the world, calling for a complete ban on all forms of conversion therapy, including for trans people, the introduction of non-binary and intersex rights in law, and reform of the Gender Recognition Act, which gives people the right to self-identification. In May, as the Government determined that trans people should be exempt from the ban on the use of conversion therapy, we issued a statement on trans rights,



For years, the Government has allowed the widening gender pay gap to go unchecked in our schools and colleges, allowing women's pay to fall further and further behind the pay of men.



Providing pupils with an LGBTI-inclusive curriculum must also be an integral part of efforts to tackle the problem of prejudice and abuse in schools.

**Dr Patrick Roach
NASUWT General Secretary**

reaffirming our position on the right to self-identification and self-determination, and the right to assert gender identity free from fear, intimidation or penalty. We supported gender recognition reform in Scotland in the face of increasingly aggressive and poorly-researched challenges.

We remain clear that schools failing in their statutory duty to protect LGBTI teachers from discrimination, harassment or victimisation at work are breaking the law and must be held to account.

Campaigning for the rights of disabled teachers

Our Disabled Teachers' Consultation Conference took place in person and online, allowing members to interact and take part in every aspect of the conference remotely.

In-Conference polling revealed that 85% of teachers with disabilities are worried about their financial situation, with the cost-of-living crisis and years of real terms pay cuts compounding the financial vulnerabilities typically experienced by workers with disabilities.

Further, disabled members continue to face widespread discrimination, with three quarters being subjected to ableism from their employer and 80% being prevented from progressing in their careers due to their disability.

We continued to campaign for the rights of disabled teachers throughout the year, calling for mandatory disability equality training of school and college leaders, the removal of discriminatory performance-related pay systems, action to eradicate discriminatory absence management procedures and to disability equality-proof all HR policies and procedures, as well as inspection systems that challenge employers on their record in advancing equality for disabled staff and students.

Finally, the Union had a good delegation at the TUC Disabled Workers' Conference, and our nominee was elected to the TUC Disability Committee.

Enabling young teachers to thrive in the profession

TUC Young Workers Month coincided with our Young Teachers' Consultation Conference and provided an opportunity to debate the issues facing young members – such as the disproportionate impact of the cost-of-living crisis – and how we are campaigning on their behalf.

Conference attendees heard that pay austerity means the annual pay packet of a classroom teacher on M1 is short by around £4,000 as a result of the failure to uprate teachers' pay by inflation since 2010. With teaching now at the bottom of the graduate pay

league table, and the growing problem of recruitment and retention in the profession, we continued to press governments and employers to recognise the seriousness of the situation. We also stepped up with our Benevolent Fund to provide more grants for members experiencing financial hardship.

Encouragingly, 83% of attendees said they are committed to staying in the profession, with 50% having ambitions to become a member of the senior leadership team in the future.



I FEEL EMPOWERED AND A SENSE OF SISTER SOLIDARITY.

Women Teachers' Consultation Conference attendee



AFTER THE CONFERENCE, I CAN HONESTLY SAY THAT I AM PROUD TO BE A MEMBER OF THE NASUWT BECAUSE I FEEL SUPPORTED AND I HAVE THIS PEACEFUL SENSE OF BELONGING.

Black Teachers' Consultation Conference attendee





I ALWAYS LEAVE THE CONFERENCE FEELING INSPIRED TO DO MORE, FEELING PART OF A BIGGER LGBTI TEACHING FAMILY - EXPERIENCING THAT SUPPORT IS INVALUABLE.

LGBTI Teachers' Consultation Conference



I NOW HAVE A STRONGER KNOWLEDGE OF ACTION PLANS TO GET A BETTER DEAL FOR WOMEN TEACHERS AND FEELING CONNECTED TO THE UNION.

Women Teachers' Consultation Conference attendee

43%

of women teachers say the cost-of-living crisis is having an impact on their mental health

72%

of women teachers have been a victim of misogyny in their school:

76% experienced intimidatory, undermining or unprofessional behaviour

51% experienced negative comments about their ability

33% experienced negative comments about their intellect

32% experienced negative comments on their body

30% experienced negative comments on their teaching style

29% experienced negative comments on their clothing

60%

of disabled teachers feel ableist attitudes and abuse have increased in the past 12 months

67%

of young teachers would consider becoming more active in the Union at some time in the future

CASE STUDY



EMPOWERING BLACK TEACHERS TO THRIVE

Members Javay Welter, Andrea Welter, Dr Judith Bruce-Golding and Ava Verrier (the winner of Best Engagement with Under-represented Groups at our Activist Awards) in the West Midlands have set up an NASUWT Black Teachers' Network to encourage more Black members to become active within the Union.

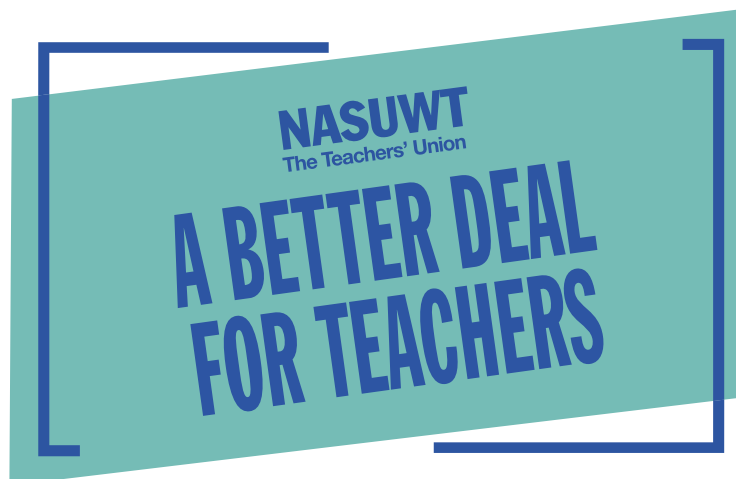
By creating a safe and supportive environment for members to discuss their experiences of

racism and oppression in the workplace, the network is supporting members to empower themselves and get active in their workplaces and Local Associations. As a direct result of the first network meeting, one member has become the workplace representative in their school.

Javay explains that creating opportunities for Black members to come together is critical in supporting them in their

workplaces and giving them a voice. He said: "If you talk to any local secretary, they will mention there are a high number of members who have a lot of problems in the workplace and it felt it was happening disproportionately to the Black members, even though they may only make up 1% of the teachers in their school. So, it was born out of a need not just for equality, but justice."

FIGHTING FOR FAIR PAY



During a cost-of-living crisis triggered by spiralling inflation and interest rates, made worse by the chaotic political events dogging the governments in Westminster and Northern Ireland, we fought for fair pay for our members.

Underpinned by our Better Deal for Teachers campaign, we have been explicit in our demand for a minimum 12% pay rise to restore the status of teachers across all nations and regions.

Campaigning for a Better Deal for Teachers

Our Better Deal for Teachers campaign delivered a unifying agenda for members across the UK, taking forward political and public relations activity to highlight the concerns of teachers and to press for improvements to teachers' pay and working conditions. This included the need for an across-the-board programme of pay restoration, action to tackle the impact of excessive workload and working hours, and measures to promote teacher wellbeing, health and safety at work.

We mobilised members against a backdrop of seven out of ten teachers saying that they are thinking about leaving the

profession they love due to successive years of pay freezes, below-inflation pay awards, and a 19% real terms erosion in pay since 2010.

Our campaign provided tools and resources to support lay reps to organise members at work, contribute towards wider campaigning activities and give a voice to members' experiences.

We joined sister TUC trade unions in national demonstrations throughout the year, supported by local 'town hall' and pre-demonstrations rallies, and mobilised during key political events including the TUC Congress, and the Labour and Conservative party conferences, and prior to the Autumn Statement.

Calling for restorative pay awards

Our evidence submissions to the School Teachers' Review Body (STRB) and the Independent Welsh Pay Review Body (IWPRB) made an unanswerable case for a substantial pay increase for teachers, asking for a 12% pay increase in 2022/23 and 10% in 2023/24, together with radical reform to the teachers' pay framework to shorten classroom teacher pay scales and abolish performance-related pay. We also reminded the review bodies that the profession will no longer tolerate a situation in which they fail to demonstrate their independence from government.

Members in England and Wales rejected the STRB and IWPRB's recommended pay awards for 2022/23, with 72% of members in England and 78% in Wales



believing the pay offer should be rejected as 'inadequate/unacceptable'.

After a derisory 3.5% pay offer, the 5% increase put forward by COSLA and Ministers in Scotland was wholeheartedly rejected by the membership, with 83% believing the offer should be rejected as 'inadequate/unacceptable'.

In Northern Ireland, pay discussions throughout the year largely took place in a political vacuum without a sitting executive, and tensions were inflamed by ministers suggesting pay deductions for teachers taking part in action short of strike action. An eventual pay offer was put forward and rejected by members. Meanwhile, further education employers in Northern Ireland remained intent on revising employment procedures to the detriment of lecturers.

Without an acceptable pay offer forthcoming from any government, strike action and action short of strike action was initiated by our members, who have been diligent and determined in their efforts to demand better.

Highlighting the impact of the cost-of-living crisis

The cost-of-living crisis that hit us in 2022 was, and continues to be, the worst the country has seen in

half a century. We made it clear to ministers that our members must not be made to pay the price for a crisis not of their making.

It not only had a huge impact on members' finances, but also on their mental health. Our 2022 teachers' pay survey found that two thirds were 'somewhat worried' about their financial situation and one in five were 'very worried'. We also heard that members were being forced to cut back on essential expenditure, with one in ten having taken on a second job to make ends meet, and some teachers reporting to us that they were having to use food banks and seek other charitable assistance.

We worked with the TUC, WTUC, STUC and ICTU throughout the year to highlight the impact on teachers and demand urgent action from governments and administrations.

Supporting members through a year of political upheaval

Last year saw one of the most chaotic years for politics in the UK in living memory. Three Prime Ministers and five education secretaries in the space of 12 months offered a recipe for complete uncertainty for our members.

The consequences of Liz Truss' and Kwasi Kwarteng's proposed tax cuts are still being felt across schools and colleges, and the pay



MEMBERS HAVE HAD NO OPTION BUT TO TAKE ACTION IN ORDER TO STAND UP FOR THEIR RIGHT TO A SALARY WHICH REFLECTS THE SKILLED AND DIFFICULT WORK THEY DO.

Justin McCamphill,
NASUWT National Official,
Northern Ireland

packets of teachers. Their act of national vandalism ushered in the prospect of yet more public sector austerity measures and an unwillingness of Government Ministers to reset relations with teacher unions and come up with a satisfactory pay award offer. The subsequent election of Rishi Sunak as UK Prime Minister saw a further deterioration of relations between the Government and the trade union movement, and a ramping up of attacks on our members' pay and conditions.



MINISTERS NEED TO ABANDON THEIR PRECONCEPTIONS AND ENGAGE IN MEANINGFUL DIALOGUE TO FIND A RESOLUTION.

Dr Patrick Roach,
NASUWT General Secretary

CASE STUDY

DOUBLE AWARD WINNER SECURES STATUTORY PPA FOR COLLEAGUES

Sarah Adams, of the Walsall Association, achieved the feat of becoming a double winner at our Activist Awards after being chosen as both Recruiter of the Year and Young Activist of the Year.

Sarah became the first NASUWT representative in her primary school, doubling the membership as a result of her hard work and willingness to stand up for the rights of staff.

As a result of her efforts, all staff now receive their statutory PPA entitlement, and she has held meetings with members to support them through the performance management process.

Through Sarah's strong activism, she has encouraged members to stick together, and with her support and lead, she has tackled adverse management practices.

Sarah has also joined the Walsall Local Association Executive team as its minute secretary.

Taking action for our members

Pressures of spiralling inflation, attacks on pensions, pay and terms and conditions, and the relentless pursuit of anti-union legislation provoked a robust response from our leaders and membership, and the wider trade union movement, in 2022.

It was a year of widespread industrial action by hundreds of thousands of public and private sector workers. The show of solidarity has inspired many and given renewed vigour to our members.



Industrial action is merely the symptom, and not the cause, of the ongoing economic crisis. While the UK Government has chosen to demonise workers exercising their fundamental human right to strike, we have taken coordinated action throughout the year at a national and local level. Members in individual schools and colleges across the country voted to take part in industrial action in disputes relating to pensions, adverse management practices, the use of fire and rehire tactics, workload and poor pupil behaviour.

Striking to restore the value of teachers' pay

Pay offers put forward by governments across the UK failed to address the rising cost of living and, if accepted, would have continued the real terms cuts to teachers' salaries.

During the autumn, we opened national ballots of members over pay in England and Wales. In Scotland, the national ballot secured a 92% vote in favour of strike action, and 96% voted to support action short of strike action.

Members in Scotland took part in two days of strike action in early December, followed by a period of action short of strike action, which included refusals to cover for absent colleagues and not attending more than one meeting per week outside pupil sessions.



Members in Scotland then took part in a further four days of strike action between January and March 2023.

Earlier in the year, in Northern Ireland, more than 80% of members returning ballot papers voted for strike action, and almost all voted for action short of a strike.

Members in Northern Ireland took part in a concerted campaign of action short of strike action across all grant-aided schools, escalated twice over the course of ten months, before announcing a half-day strike in February 2023.

Members in the Isle of Man also voted for strike action in an ongoing dispute with the Department of Education, Sport and Culture (DESC) over pay, workload and working practices, and began action short of strike action in April. After overwhelmingly rejecting a revised pay offer in November, members took part in two days of strike action in November, with further dates planned.

Striking to defend pensions

Members at Girls' Day School Trust (GDST) schools in Norwich, Oxford and Bromley took part in strike action in defence of their pensions, against another independent school using fire and rehire tactics to attack the terms and conditions of their staff. GDST attempted to withdraw from the Teachers' Pension Scheme (TPS) and threatened staff with dismissal or imposed pay cuts unless they agreed to new contracts that would leave them with worse pensions and working conditions.

Members were encouraged to sign a megaphone petition as part of the campaign to maintain the TPS at GDST, and we submitted a robust response rejecting the employer's proposals. However, action by

other unions led us to declare a dispute with the TUC over the failure to allow the NASUWT to enter into negotiations directly with the employer.

Members at Pocklington School in East Yorkshire also undertook lengthy strike action over threats to sack them unless they signed new contracts which would remove them from the TPS and leave them with worse pensions in retirement.

Members at the Fulneck Independent School in West Yorkshire, however, avoided strike action and forced their employer to withdraw the imminent threat of withdrawal from the TPS.

Striking in opposition to bullying and abuse

A recurring theme in 2022 was the deterioration in the behaviour of some pupils, exacerbated by the disruption to regular routines caused by the pandemic.

Rather than redoubling efforts to promote positive behaviour, the

response of some employers was to try and absolve themselves of any responsibility. Where employers have not adhered to duty-of-care responsibilities, we initiated industrial action to protect the health and wellbeing of members.

Members at Bannerman High School in Glasgow showed huge resolve by taking 12 days of strike action in the autumn, following unacceptable pupil behaviour.

Our refusal to teach action short of strike action provoked a shameful response from Glasgow City Council, which responded by imposing a lock-out of members for taking part.

The employer had originally sent members home without pay unless they agreed to stay in a classroom with a pupil with a history of abusive and dangerous behaviour. Further unacceptable behaviour has included pupils physically shoving staff, verbal abuse, theft of property and

CASE STUDY

MEMBERS FIGHT AGAINST WITHDRAWAL OF TPS

The impact of the Union's collective voice was exemplified by Caroline Winship and Rob Statham of the Leicestershire Association, who were jointly named as winners of Representative of the Year (sponsored by Wesleyan) at our annual Activist Awards.

Caroline and Rob collectively led a successful campaign against the removal of the TPS from staff at their foundation.

Both spearheaded the campaign to oppose the plans at their respective schools, recruiting new

members and advocating and making the case with existing members about why they needed to fight against the withdrawal of the TPS.

Teachers went on strike for a total of ten days and the united front from members across both schools was instrumental in moving the employer to enter into genuine negotiations with the NASUWT. As a result of the strike action, existing staff were given the option to return to the TPS.

Devolved nations

intimidation. The City Council did agree to enter into talks with us.

Members at Lismore Comprehensive School in Craigavon, following an emphatic vote, secured a positive outcome in response to dealing with a violent pupil, while members at Gendros Primary School in Swansea avoided strike action after being offered a last-minute resolution from their employer. Industrial action had been scheduled, following accusations of bullying by senior management and adverse management practices at the school.



OUR MEMBERS ARE ANGRY, DEMORALISED AND HAVE HAD ENOUGH.

Mike Corbett, NASUWT
National Official Scotland



IF I COULD SUM UP IN ONE WORD WHAT BEING INVOLVED IN THE NASUWT MEANS TO ME, IT WOULD BE COMMUNITY. WE ARE VERY MUCH A COMMUNITY OF TEACHERS, HELPING EACH OTHER, SHOWING COMPASSION, SHOWING EMPATHY. I HAVE SEEN FIRST-HAND AT THE NASUWT THAT YOU WILL ALWAYS HAVE A LISTENING EAR.

Ronan, a young teacher

In addition to our fight for restorative pay awards, underpinned by our Better Deal for Teachers campaign, we sought to address members' concerns across Scotland, Wales and Northern Ireland. We ensured teachers' voices were heard loud and clear on education reform proposals, demanded action against Islamophobia in schools, and called for the needs of the poorest pupils to be prioritised in discussions with the devolved governments.



Making teachers' voices heard during reform

Scotland

The Scottish Government's proposed changes to the education landscape dominated the year, including reform of the Scottish Qualifications Authority (SQA) and curriculum and inspection body (Education Scotland), the creation of a new inspectorate, the review of assessment and qualifications in the Senior Phase and a 'National Discussion on Education'.

We continued to push the Scottish Government to take

greater steps to put teachers at the heart of developing education reforms, highlighting the risk of failing to secure the trust and confidence of the profession from the outset.

Wales

We challenged Welsh Government proposals to reform the school day and year; however, ministers pressed on with changes with a trial taking place at 13 schools around Cardiff. We made it clear that there was no sustainable educational argument for changes that would be detrimental to teachers' working conditions.



We continue to guard against further expectations being placed on teachers as part of the Curriculum for Wales. We are, however, working closely with the WTUC and Welsh Government to build resources to support the teaching of trade union and workers' rights as part of this new curriculum.

There was major progress made on the issue of supply teachers in Wales as part of the Labour and Plaid Cymru co-operation agreement and, from September 2023, supply teachers will be able to register themselves into a Wales-wide pool, which is being fully funded by the Welsh Government. We wholly encourage supply members to add their name to the register.

Standing up for pupils

Northern Ireland

We pushed back on the pro-austerity rhetoric in the November budget statement, warning that cutting spending on the Education Authority's block grant and the aggregated schools budget would hit the poorest children hardest.

It further emphasised the detrimental effects of a non-functioning executive in Northern Ireland, where government departments have been operating without proper budgets and decision-makers.

We also made the case that if the aggregated schools budget was cut, then it could trigger school closures, increased class sizes, cuts to the school day, teacher redundancies, as well as place unacceptable pressure on teachers and support staff to work outside their contracts and health and safety legislation.

Scotland

We supported the campaign for universal free school meals, presenting evidence at a supporters event of our survey of teachers in Scotland, which

evidenced the rising numbers of children and young people coming to school hungry and without the uniform and equipment they need to learn. Similar findings were set out in our response to the Cross-Party Group on Poverty's inquiry into poverty and stigma.

We also warned that pupils with ASN were facing an unacceptable postcode lottery when it came to receiving diagnosis and support, due to the failure to ensure equitable access to specialist services and education across Scotland.

As a consequence, it has been left to teachers to plug the gap for pupils, placing unacceptable levels of stress and strain on the workforce. We continued to argue that the presumption of mainstream policy, which enshrines the right of all pupils with ASN to learn in mainstream settings, is, in practice, failing pupils due to the absence of the necessary funding to secure the staffing and resources required.

Wales

After pushing hard for the expansion of free school meals funding and eligibility, we were delighted to see the Welsh Government finally take action with its pledge to provide free school meals for every primary pupil by 2024.

It marked a significant step-change towards supporting families and ensuring that all primary school pupils will receive free, healthy school meals that will enable them to concentrate on their learning. We used this momentum to urge the Westminster Government to show the same degree of concern over the impact the cost-of-living crisis was having on children in England.

We have also been engaging with ministers over the absence of schools from the Social

Partnership Bill and we will be having discussions about how benefits of the Bill could be extended to educational settings.

Demanding action on Islamophobia

Scotland

Members used the Scotland Annual Conference in April to call for education on Islamophobia and its impacts to be integrated into the curriculum, alongside training for all staff on how to tackle Islamophobia and promote equality. These follow findings of the first public inquiry into Islamophobia in 2021, which revealed that there had been an increase in instances of Islamophobia being reported in Scotland's schools.

We made it clear to Scottish Government officials that greater education and training was needed for pupils and school staff, to help stem and reverse a worrying trend.



AFTER PUSHING HARD FOR THE EXPANSION OF FREE SCHOOL MEALS FUNDING AND ELIGIBILITY, WE WERE DELIGHTED TO SEE THE WELSH GOVERNMENT FINALLY TAKE ACTION WITH ITS PLEDGE TO PROVIDE FREE SCHOOL MEALS FOR EVERY PRIMARY PUPIL BY 2024.

REPRESENTING TEACHERS WHEREVER THEY WORK

We are dedicated to ensuring that our strong and unwavering representation of members is not hindered by geographical barriers. Last year, we continued to ensure our members in Gibraltar, the Channel Islands, the Isle of Man, Cyprus and other Ministry of Defence school settings have access to union support as they continue to deal with the impact of the pandemic, the cost-of-living crisis and other significant issues facing the profession in their region.



Defence Children Services

We continued to have a strained relationship with Defence Children Services (DCS), primarily due to DCS's refusal to recognise teacher trade unions, citing teachers being employed as civil servants.

We supported members involved in a number of restructures and aided members at DCS schools across the globe.

We also overturned DCS's plan to fire and rehire all supply teachers in Cyprus, after a successful campaign that included the issue being raised in the House of Commons.

Gibraltar

We have been providing support and raising concerns regarding the rise in online abuse and harassment towards Gibraltar's teachers. We made it clear to the Gibraltar Government and the DfE that it was unacceptable for our members to suffer abuse, harassment and cyberbullying that threatens their safety and wellbeing in the workplace and at home.

We urged the Government, schools and social media companies to take the necessary action required to protect teachers and pupils from the risk of online harm.

We also made the case that, as technology continues to play a significant role in teaching and learning, more must be done to ensure technology is used as a tool for good and not be misused to cause online harm that incurs very serious and real-life consequences.

While we acknowledge the Government's long-term commitments, it is evident that stronger and more expeditious measures need to be taken to

ensure that social media companies are held responsible for any safeguarding deficiencies.

Guernsey

At the start of 2022, the States of Guernsey put forward a three-year pay offer for 2022, 2023 and 2024 which was rejected by members. It not only included a real terms pay cut in 2024, but also failed to address historic pay erosion. There were numerous attempts to enter into discussions, but the States refused to come to the negotiating table. We were left with little option but to declare a formal dispute over pay, and this issue remained unresolved by the end of 2022.

We held many meetings with the Education Department around the education transformation process, and the policies and procedures to be used. Despite the slow nature of the talks, we managed to obtain significant improvements. In addition, we raised concerns with the department regarding workload issues and Ofsted inspections. However, progress was limited.

Isle of Man

We engaged in industrial action over pay and working conditions in the Isle of Man throughout 2022. Strike action was taken in December, following the Isle of Man Government's imposed pay increase of 8%, which failed to address historic pay erosion of almost 30%.

As a result of our dispute, we have already managed to secure important improvements to pay and conditions for Manx teachers. These included a new Professional Development Policy, replacing an extremely punitive appraisal regime, the end to performance-related pay

and a new six-point pay scale comprised of M4-U3 with no threshold assessment.

We also participated in a Partnership Forum with the Department of Education, Sport and Culture and other trade unions, which resulted in tangible benefits for members, primarily through the review and updating of policies.

Jersey

At the start of 2023, a pay offer of 2.9% plus £500 unconsolidated was made by the States Employment Board. We rejected the offer after consultation with members, but requested that it be implemented in light of the escalating cost-of-living crisis.

Throughout the year, we met with the Jersey Government around a number of issues, primarily the Education Reform programme. Although there were several meetings, progress was slow, and this remained the case into 2023. In addition, the terms and conditions review that was promised as part of the 2019 pay dispute settlement was still outstanding at the end of the year.



WE CONTINUED TO ENSURE OUR MEMBERS IN GIBRALTAR, THE CHANNEL ISLANDS, THE ISLE OF MAN, CYPRUS AND OTHER MINISTRY OF DEFENCE SCHOOL SETTINGS HAD ACCESS TO UNION SUPPORT TO DEAL WITH ISSUES FACING THE PROFESSION IN THEIR REGION.

PRIORITISING TEACHER WELLBEING



Your mental health matters

The pandemic has undoubtedly placed a huge strain on teachers over the past few years. But instead of placing health and wellbeing at the heart of its education agenda, the Government failed to implement the necessary changes to address recruitment and retention, excessive workload, and subsequent burnout issues, fuelling the exodus of teachers from the profession.

Addressing the teacher exodus

We have routinely warned governments that real terms pay cuts would only supercharge the exodus of skilled teachers leaving the profession.

We engaged in meetings with the DfE to push for action on recruitment and retention,

reminding ministers and officials that ambitions for children's educational progress would not be achieved unless they took action to address the causes and consequences of the crisis.

The year began with schools being brought to an abrupt halt by shortages in supply

teachers, due to high demand caused by the effects of the pandemic and the failure of the Government to implement measures to retain them.

For those working in the supply sector, the impact of low pay has been particularly devastating, with daily rates for many not having increased since 2014. We made it clear to governments



that if we are to avoid future crises in the supply sector, then supply teachers must be awarded the same conditions and entitlements as permanent teachers.

The Government's failure to address inequalities has also exacerbated the recruitment and retention crisis.

Research published by the National Foundation for Educational Research revealed that the most significant ethnic disparities in teacher career progression occur during early career stages. This reinforced findings in our own research, which showed Black and ethnic minority teachers being driven out of the profession.

We called on the DfE to guarantee that every school and college employer publishes data on their ethnicity pay figures, to address the widening disparities and stem the exodus of an already under-represented group.

Tackling workload and burnout

The extent to which ministers, employers and inspectorates are failing in their duty of care to teachers became clear throughout 2022.

With a lack of action to address workload, and the impact of the pandemic driving up stress, poor mental health among those in the profession reached unprecedented levels. Teachers are spending more time than ever on pastoral care, administrative and clerical tasks and data and assessment requirements.

Further, hybrid learning tools and communication applications, such as WhatsApp, have resulted in greater harassment by parents, and allowed access to teachers outside of working hours.

Alongside the other teaching unions within the British and Irish Group of Teacher Unions, we called on policy makers to prioritise the tackling of teacher workload and the promotion of practitioner wellbeing within schools, colleges and universities.

We engaged with Ofsted on the reintroduction of routine inspections in England. Concerns focused on the use of 'mocksteds' and misconceptions about Ofsted's approach to the inspection of the curriculum. We pressed Ofsted to be more critical of schools that allocate subject leadership responsibilities inappropriately and to challenge those schools that impose 'mocksteds' and internal deep dives onto teachers.

Following the incorporation of potentially helpful provisions in the framework and handbook on the inspection of teacher and school leader workload and wellbeing, we shared with Ofsted the outcomes of our review of recent inspection reports, which indicated that workload and wellbeing issues were not being picked up.

During the year, we also engaged with the Scottish Government's Mental Health and Wellbeing Strategy Consultation and Workforce Wellbeing Group to help raise concerns and create a plan for change.

Addressing the ongoing impact of the pandemic

COVID-related anxiety within the profession remained a serious concern in 2022. While infection rates continued to soar, well over half of teachers surveyed said they were left without the means to measure ventilation within classrooms and, when elevated levels of CO₂ were recorded, six in ten stated that their school or

college had failed to put in place any actions to improve ventilation in response.

We have been building our evidence for the COVID-19 Public Inquiry to ensure the impact on our members is heard, lessons are learned and changes needed for the future are put in place.

Leading calls on flexible working

Teachers wanting or needing to reduce their hours often face significant barriers. We devoted much of the year to encouraging the Government to come up with proposals that would appropriately address some of these barriers to flexible working.

Half of teachers told us that their school did not provide flexible working opportunities and there was insufficient support from employers to meet teachers' needs and offer them a genuine work/life balance.

At the close of 2022, the UK Government published its response to the consultation on flexible working rights, signalling its intention to take forward measures, but only when parliamentary time allowed. While the proposals did not go as far as we would have liked, it is a significant step forward which would not have happened without lobbying from trade unions.

If the UK Government genuinely has ambitions for a world-class education system, then it must start by embedding good mental health and wellbeing practices into the foundations of our school system.



CASE STUDY

TEACHERS TAKE STRIKE ACTION OVER WORKLOAD AND WORKING PRACTICES

Members at Bedlington Academy in Northumberland organised 15 days of strike action over adverse management practices, which have been negatively impacting their health and welfare.

Members at the school have been facing excessive and unacceptable workload burdens, along with a failure by management to put in place effective measures to manage pupil behaviour.

Dan Lister, NASUWT National Executive Member for Northumberland, said: "Our members just want the right to dignity at work and to be treated with respect."

CASE STUDY

MEMBER GOES ABOVE AND BEYOND TO SUPPORT COLLEAGUES

Brian Pearson, of the Carlisle Association, was given the Health and Safety Award (sponsored by Thompsons Solicitors) at our annual Activist Awards.

Brian has played an invaluable role during the pandemic, offering both individual and collective support, advice and guidance to NASUWT members with health and safety concerns.

He has supported and represented many members over safety, risk assessments and maternity concerns, and overseen classroom surveys on CO² and ventilation.

Brian has also taken on a wider role, representing the Union at council briefings and meetings to advocate for members' health and safety in the workplace.



NO TEACHER SHOULD EXPECT TO BE SUBJECT TO LEVELS OF WORKLOAD PRESSURE THAT WILL MAKE THEM ILL OR FORCE THEM OUT OF A JOB THEY LOVE.

Dr Patrick Roach,
NASUWT General Secretary

48% of supply and substitute teachers told us that they are experiencing financial hardship

Full-time teachers report that they are working **57** hours in a typical week

71% of teachers were suffering adverse mental health as a result of their job

78% of teachers felt inadequately supported by their employer

Almost **£2** million in compensation was secured for members who were injured or mistreated in 2022

Total new entrants to Initial Teacher Training are down **20%**



INTERNATIONAL ACTION

Throughout 2022, we continued to collaborate with our sister unions and partners across the globe to defend and champion teachers and the trade union movement.

Through the Global Campaign for Education and our work with Education International (EI), we fought for governments at home and abroad to respect and advance the right to quality public education for all.

As a valued voice for the teaching community around the world, we attended the FenProf Conference in Portugal, where our representatives had the opportunity to share their current work programmes and campaigns. We also attended the EI/OECD International Summit on the Teaching Profession, which took place in Valencia. Here, our representatives were involved in discussions around digital learning technologies, working with trade unions, school systems, sustainability, and the refugee crisis and situation in Ukraine.

Tackling inequality at a global level

We took part in the annual European Trade Union Committee for Education

(ETUCE) Standing Committee for Equality, showcasing our action to tackle sexual harassment, racism and LGBTI equality, as well as our work on decolonising the curriculum. We also engaged with European Trade Union Committee representatives on gender pay inequalities throughout Europe and the continued undervaluing of women's work.

We were also represented at the ETUCE Special Conference, held in Liege, where we spoke on the issue of gender pay inequality and the position of women in society and education. We took the opportunity to address the ratification of ILO Convention 190 on tackling sexual harassment in the workplace and called for further lobbying to ensure its full implementation. The Conference gave a special

commendation to the late Victor Aguera, National Negotiating Official, in recognition of his work in the ETUCE and EI on international matters.

As part of the EI and wider Global Unions' labour delegation, we attended the 66th Session of the United Nations Commission on the Status of Women (UNCSW), participating in a number of sessions advocating on behalf of women and girls, as well as education and the global trade union movement.

We also joined thousands of women union leaders and educators from around the world at the 4th EI World Women's Conference titled *Using Women's Power for Change*.



Sustainable global development

Following the launch of the UN's Sustainable Development Goals in 2015, we have been working with EI to campaign for global commitments to be translated to plans and policies which work in a national context, and for specific benchmarks for teachers, in order to fulfil Sustainable Development Goal 4: to ensure inclusive and equitable education for all.

Opposing the rise in far-right nationalism

As far-right racism and fascism intensifies across Europe, we have been supporting calls for

greater anti-racist and anti-fascist campaigning work and organising. We supported the International Anti-racist and Anti-fascist Conference in October, hosted by Stand up to Racism and the TUC.

To oppose far-right nationalism at home, we have been lobbying governments and administrations to invest in new programmes and international education initiatives, and produced resources and training materials for members to assist with challenging hateful behaviour and to provide of support to refugee, asylum-seeking and migrant children.

Schools should be a place of safety, where all children are free from worry and are able to learn and communicate comfortably, and we continue to campaign for schools, colleges and academies to take the issue of abusive and hate-based language more seriously.



SOLIDARITY WHERE IT MATTERS

USA

We called for greater action to protect all schools from all forms of violence and hatred in accord with the EI Safe Schools Declaration, and wrote a message of solidarity and condolences with our colleagues at the American Federation of Teachers and the National Education Association (USA), following the mass shooting at Robb Elementary School in Uvalde, Texas.

Israel and Palestine

Following the Israeli authority's demolition of the Isfey al Fauqa donor-funded school in Masafer Yatta, southern Hebron, we wrote to the then-Prime Minister of Israel condemning further planned demolitions of Palestinian schools. We urged the Government to provide protection for Palestinian children against violence, and to ensure their right to education within education institutions that are safe havens for both Palestinian children and their teachers. We strongly condemned the disruption of education and emphasised our solidarity with the General Union of Palestinian Teachers.

Ukraine

We have called for peace, democracy and an end to Russian violence in Ukraine, following the country's invasion in February. We condemned Russia's action as a gross violation of international law, issuing our own statement and endorsing the joint EI, ETUCE and TUC statements on the matter.

We supported the TUC Day of Action for Ukraine held in March, reaffirming our solidarity with the Ukrainian people and calling for efforts to deescalate the conflict and build towards peace.

We continue to take an active role in discussions concerning support for Ukrainian trade unions, recognising the key role of education unions as a unifying force for people from all ethnic and cultural backgrounds.

Colombia

Colombia is the most dangerous place in the world to be a teacher and trade unionist, and our solidarity and cooperation with FECODE and Justice for Colombia remains critically important at this time.

We were pleased to welcome William Velandia, President of the Colombian teachers' union FECODE, to our Annual Conference in April, who was chosen as the winner of the International Solidarity Award, and extended our congratulations to our trade union colleagues in FECODE following the election of Gustavo Petro as the new President of Colombia. We were also delighted to see Francia Márquez become the first African-Colombian woman to hold the role of Vice-President.

Iran

The Coordinating Council of Iranian Teachers' Trade Associations has been actively campaigning on issues including low salaries, poor pensions and the privatisation and marketisation of education for years, and the response from the Iranian Government has been to persecute them.

Many teacher activists have been imprisoned, and we have demanded the unconditional release of all detained teachers, especially Esmail Abdi, who has been confined for more than seven years.

This year, we also urged the foreign secretary to place pressure on the Iranian authorities to cease the continuous repressive treatment of teacher activists and trade unionists.

Iraq

We expressed our solidarity and condolences to the president of the Kurdish Teachers' Union, as its members and the communities they serve suffered shock and grief following the appalling attack at Salahaddin University and the deaths of Dr. Kawan Ismail, Dean of the College of Law, and Dr. Idris Hamakhan, Professor of the College of Engineering.

This terrible act was a tragedy for the whole Iraqi nation and is an affront to our shared values and fundamental commitment to equality, human rights and democracy.

Turkey

Following years of severe restrictions on trade unions and reports of the sacking of trade unionists, police violence against striking workers and union busting, eight leaders and activists of the Trade Union of Employees in Public Health and Social Services stood trial in July charged with terrorism offences.

The Union has been extremely vocal in its opposition to Turkey's withdrawal from the Istanbul Convention and the rise in violence against women, including femicide.

We urged the foreign secretary to send a representative of the British Embassy to observe the trial and call on the Government of Turkey to acquit all those who have been charged for their legitimate trade union activities.



MEET THE NASUWT



Angela Butler

President



**Rosemary
Carabine**

Senior
Vice-President



Rashida Din

Junior
Vice-President



**Michelle
Codrington-Rogers**

Honorary Treasurer



Phil Kemp

Ex-President



Patrick Roach

General Secretary



Jane Peckham

Deputy General
Secretary



Phil Siddle

Assistant General
Secretary



Maggie Bremner

Assistant General
Secretary

284,062

Members

303

Local
Associations
and
Federations

40

Members of
the National
Executive
Committee

387

Staff working across our HQ,
three devolved nations and nine
English regions



NASUWT ON THE ROAD

Last year was a busy year, with the NASUWT attending **853** official meetings and engagements between 10 January and 20 December 2022 – two thirds more than in the previous year. As the UK continued to grapple with the aftermath of the COVID-19 pandemic, together with the emerging energy and cost-of-living crisis, it was more important than ever for us to communicate the experiences, views and concerns of our members to those in power and collaborate with those organisations willing to fight for the fair treatment of teachers and other public sector workers.

The General Secretary, along with his representatives, met with a wide range of individuals, groups and organisations over the course of the year, taking forward the Union's campaigning agenda and working for a positive future for the teaching profession.

Our 2022 engagements included meetings and events involving:

Government departments, senior civil servants and non-departmental public bodies, including the Department for Education, Ofsted and Ofqual, the Governor of the Bank of England, Education Scotland, the General Teaching Council and the Curriculum and Assessment Board in Scotland, the Schools Social Partnership Forum, Qualifications Wales, the Childrens Commissioner for Wales, and the Northern Ireland Teachers Council.

Serving ministers in England, Northern Ireland, Scotland and Wales, including four Secretaries of State for Education, two Ministers of State for Schools, two Ministers of State for Schools Standards, a Minister of State for Children and Families, a Minister of State for the School System, Scotland's Deputy First Minister and Cabinet Secretary for Education and Skills, and the Justice Minister for Northern Ireland.

Employer organisations, including the COSLA Workforce Implementation Group, the Scottish Negotiating Committee for Teachers Support Group, Teachers' Negotiating Committee in Northern Ireland, and the Wales Regional Consortia.

Other parliamentarians, including the Shadow Secretary of State for Education, Bridget Phillipson MP, Kate Osborn MP, Kim Johnson MP, the All-Party Parliamentary Group on the Teaching Profession, Cross-Party Groups on Long COVID, Islamophobia, Poverty, Women's Health, and Accident Prevention/Safety Awareness in Scotland.

A LAST WORD



Phil Kemp

National Officer 2019-2023

The last four years have been challenging and rewarding in equal measure.

I've gladly given up a huge chunk of my time in the last four years to promote and progress something I have truly believed in all my working life – the trade union movement and the NASUWT.

In some small way, I hope I have contributed to navigating the major challenges we have faced in the past four years – a general election, COVID, an endless cycle of Education Secretaries, supporting our supply teacher members, increasing activism from every corner of our membership, winning for members in many local disputes and, finally, the highs of our national ballots in Northern Ireland, Isle of Man and Scotland, and the disappointment of our recent ballots in England and Wales which were thwarted by the Government's anti-trade union legislation.

Due to many pressures, external and internal, our great union has changed so much in the past four years, and is bound to change even more in the coming years as we meet the challenges ahead.

I encourage my successors on the National Officers and Executive to meet those challenges with hard work, honesty and integrity, something I hope members I've interacted with over the last four years have seen me endeavour to do myself.



ACTIONS ON CONFERENCE RESOLUTIONS 2022

VIRTUAL AND HYBRID MEETINGS AND EVENTS

Conference recognises that virtual meetings and events during the COVID-19 pandemic have made it easier for members to have access to activism and participation that they have not previously had due to barriers to meetings that they have faced, including caring responsibilities, geography, health, parenting, disability, financial or employment commitments.

Conference believes we should build on this and ensure that the Union continues to be accessible to all and to facilitate hybrid meetings and events.

Conference calls on the National Executive to:

- i. develop guidance and training to facilitate the delivery of and participation in hybrid meetings, training and events;
- ii. continue to allow access to meetings, training and events online to improve wellbeing and
- iii. ensure the infrastructure is in place to support the delivery of hybrid meetings.

WORKLOAD

Conference deplores the failure of governments and administrations to take effective action to reduce teacher workload and enforce contractual limits on directed/working time.

Conference believes that the COVID-19 pandemic has exposed the grossly exploitative nature of teachers' conditions of service frameworks across the UK, as teachers and school leaders have been required to work excessive and unreasonable hours to deliver the responses of UK governments to the pandemic across the school system.

Conference asserts that, as key workers, teachers and school leaders should be entitled to a contract of employment, which places a genuine cap on their workload and ensures that they cannot be required to carry out any duties outside their contractual limit.

Conference calls upon the National Executive to:

- i. continue to campaign for the rights of teachers to have limits on their working time;
- ii. continue to support teachers taking industrial action to defend their contractual rights on working time;

ACTIONS TAKEN

We developed guidance on virtual and hybrid meetings, circulated this information to local secretaries and included it in the updated LA Secretaries' course

A review of training courses was undertaken to identify those that would fit with, or could be adapted for, a hybrid model of delivery. This included the updating of course materials and guidance for tutors.

A rolling programme to upgrade infrastructure was developed and is being implemented across regional and national centres.

ACTIONS TAKEN

The issue of excessive workload was front and centre of our campaigning work in 2022 through our Better Deal for Teachers campaign, which was launched at Conference with the publication of advice and campaign materials.

We continued to highlight members' workload concerns at every opportunity via lobbying and representations to Ministers and officials in every jurisdiction.

Issues of excessive workload were highlighted via member briefings and training courses.

Our advice and guidance on inspection was updated to reflect emerging workload concerns.

We published updated advice and guidance on directed time in the context of expectation in the Schools White Paper on the length of the school week.

In our evidence to the Independent Welsh Pay Review Body's (IWPRB's) Part C of Remit 4, we set out the case for a genuine fixed-hours contract.

We gathered evidence and members' lived experience through member surveys, including Big Question and wellbeing research.

- iii. campaign to promote teachers' right to a work/life balance;
- iv. expose the inadequacy of current teachers' conditions of service frameworks across the UK;
- v. educate teachers about the necessity of achieving a genuine cap on teacher workload;
- vi. lobby governments and administrations to commit to reducing workload for teachers;
- vii. highlight and commend employers who demonstrate best practice in reducing workload for teachers and
- viii. campaign and take action to achieve the replacement of all open-ended teacher contracts and conditions of service frameworks across the UK with those which contain a genuine and meaningful limit on working hours.

Our advice and organising materials about workload and duties included the addition of a Directed Time calculator on the NASUWT website.

Industrial action ballots on workload were undertaken with individual schools/colleges.

Our disputes in the Isle of Man and Northern Ireland included workload with members, following ASOSA instructions to reduce workload.

Our representations to the Isle of Man Government have resulted in a full ongoing review of teachers' terms and conditions.

We made representations to the LGA through the Stage 1 review of the Burgundy Book.

The NJC sixth form college staff-side pay claim requested joint discussions on workload and working time.

Negotiations are ongoing via the SNCT Support Group to reduce contractual class contact time for teachers in Scotland to 21 hours per week.

We updated our advice and guidance on marking, planning and assessment and other practical advice and guidance on reducing workload to reflect 2022 and ensure it applies appropriately across all nations and administrations.

We continue to engage with the Department for Education on workload and wellbeing issues through the Programme of Talks and other relevant forums, including through bilateral meetings.

Discussions took place with the DfE on securing guidance on the expectation in the Schools White Paper that all schools would operate a 32.5-hour week from September 2023.

We updated our advice and guidance on the Early Career Framework to address workload-related concerns raised by new teachers and induction mentors.

2(b) MOTION – RESTORATION OF TEACHERS' PAY

Conference asserts that now is the time for our trade union movement to take action against pay injustice and in response to the cost of living crisis.

Conference notes with the utmost concern that teachers are working harder than ever for less pay and the prospect of inferior pensions when they retire.

Conference condemns the failure of governments and administrations to invest in teachers and their actions have slashed teachers' real terms pay by at least 19% since 2010.

Conference deplores the deliberate pursuit by governments and administrations of policies which have caused serious financial hardship for many members as a result of substantial real terms pay cuts to teachers' pay.

ACTIONS TAKEN

Our Evidence and Supplementary Evidence submissions to the School Teachers' Review Body (STRB) and the Independent Welsh Pay Review Body (IWPRB) included the need for a restorative pay award.

We responded to the Secretary of State for Education's consultations on the UK Government's response to the STRB's 32nd Report and the draft 2022 School Teachers' Pay and Conditions Document (STPCD).

We responded to the Welsh Minister for Education's proposals following, the IWPRB's 4th Report, and specifically a response to Part C of the remit and draft STPC(W)D.

Work on our submission to the STRB's 33rd remit began towards the end of the year.



Conference further condemns the actions of governments and administrations which have failed to protect teachers, their families and the pupils they teach from the rising costs of fuel, food, housing and energy, and which have contributed to increased levels of poverty and widening inequality in our society.

Conference further deplores the Chancellor of the Exchequer's Spring Statement which will force further and deeper cuts to public service spending and to public sector pay.

Conference further asserts that any below-inflation pay award for teachers in 2022 would be an insult to the profession and must be rejected and robustly challenged and opposed.

Conference applauds the actions of NASUWT members and representatives in calling for a Better Deal for Teachers and in taking action to defend their pay and conditions of service.

Conference pledges its support and solidarity to the TUC, WTUC, STUC, ICTU and our sister trade unions in campaigning together to secure a new deal for working people and better pay for our members.

Conference further applauds the actions taken by the National Executive in leading the fight back against the attacks on teachers' working conditions and in demanding a restorative programme of teachers' pay awards that will deliver a minimum 12% award in 2022, 10% in 2023. and 8% in 2024 on all pay ranges.

Conference commits the National Executive to continue to mobilise members for national industrial action, up to and including strike action, in the event that any government or administration fails to deliver a programme of restorative pay awards for teachers.

We completed Equality Impact Assessments for both the STRB and IWPRB.

We announced our intent to mobilise for national pay ballots at the TUC 'We Deserve Better' rally and the STUC 'Scotland Demands a Pay Rise' demonstration.

Throughout the year, GS level correspondence on the restoration of teachers' pay was issued to governments in England, Scotland and Wales.

Disputes were lodged and statutory ballots undertaken in England, Wales, Scotland, Northern Ireland and the Isle of Man.

We gathered members' views on pay through surveys and live polling at our consultation conferences and events.

The need for restorative pay awards was included in all of our MAT pay claims.

Our demand for a restorative pay award was raised via the SNCT Teachers' Panel.

Pay claims seeking restorative pay awards were also submitted for Jersey teachers and our members in sixth-form colleges.

EXTENDING THE PERIOD POVERTY CAMPAIGN

Conference believes period poverty does not end with free tampons and sanitary towels. Many students will also need access to other products in order to feel empowered to attend school during their periods.

Conference further believes governments and administrations should extend funding to cover items such as soap, underwear, tights and clothes.

Conference instructs the National Executive to:

- i. lobby governments and administrations to extend their sanitary provision to all relevant education settings in order for them to select which provisions best suit their pupils and
- ii. conduct a survey of all members to establish current access, awareness of period poverty and the impact on girls' education.

ACTIONS TAKEN

NASUWT delegates proposed a motion on extending period poverty provisions at the STUC Women's Conference 2022.

We undertook lobbying of all UK governments.

We surveyed members on the issues of period poverty in their workplace.

The issue of period poverty was highlighted through various press and media releases.

We forged links with campaign organisations including Trussell Trust, Plan International UK and Citizens UK.

We raised the issue of period poverty at many of our member events, including:

- i. a seminar at our Women Teachers' Consultation Conference 2022, with questions included in the pre-Conference polling and
- ii. a session at our Equalities Training and Development Day on gender-specific health and safety issues, included menstruation.

We submitted a motion to the Women's TUC Conference 2023 on Period Poverty in Schools and Colleges.

PAY

Conference believes that unless there is a significant pay rise and restructure for teachers, there will continue to be an enormous recruitment and retention problem in the teaching profession.

Conference is concerned that we lose many teachers in the first five years of their careers and that teaching has to be an attractive profession against other graduate professions that rewards and celebrates experience through fair and equitable pay.

Conference instructs the National Executive to continue to:

- i. utilise the national Better Deal for Teachers campaign to raise awareness of the pay problems teachers face and put pressure on the Government to address them;
- ii. work with other unions across the education sector and public sector to strengthen our campaign;
- iii. fight for a significant pay increase for 2023;
- iv. secure equal pay rights and entitlements for supply teachers and
- v. lobby for the advice and recommendations of all pay review bodies to not be ignored.

Conference further instructs the National Executive to use all appropriate means to organise national action, up to and including industrial action, if governments and administrations are unwilling to enter into meaningful negotiations.

2(c) MOTION: NORTHERN IRELAND

Conference cautiously welcomes the independent review of education in Northern Ireland arising from the New Decade, New Approach (NDNA) document, agreed by the main political parties in January 2020.

Conference is concerned, however, about the makeup of the panel.

Conference believes that while the work being undertaken by the panel will be constrained by over a decade of cuts to education, there is capacity to improve the education system for all children and young people.

Conference notes that evidence from the Organisation for Economic Co-operation and Development (OECD) and other research sources confirms that the Northern Ireland education system is one in which poverty and disadvantage have a relatively significant impact on educational outcomes and experiences in comparison to other jurisdictions.

Conference believes that the review should focus its efforts on:

- i. increasing the levels of investment in the education system;
- ii. providing high-quality support for the teacher and school leader workforce;

ACTIONS TAKEN

We highlighted the issues facing teachers through the escalation of our Better Deal campaign.

We mobilised for national pay ballots in England, Scotland and Wales.

A series of member briefings took place across all nations.

We signed up to joint submissions to the STRB with sister trade unions and explored other opportunities for possible joint working and messaging.

We engaged in joint press and media responses, where appropriate, to the Westminster Government's pay award proposals.

We submitted a pay claim to the SNCT and lobbied Scottish Government for improvements to teachers' pay.

We submitted a pay claim to the NITC and TNC negotiations.

NASUWT Representatives raised awareness through TUC and STUC Public Sector affiliate meetings.

We surveyed members on the proposed pay awards in each jurisdiction.

Correspondence to Ministers was sent throughout the year.

ACTIONS TAKEN

In our submission made to the review panel, we set out our vision for education in Northern Ireland.

We issued a briefing to MLAs on the need for a single employing authority.

We engaged with the Review of Teacher Health and Wellbeing.

We were also involved with the Review of Accountability.



- iii. investing in and securing effective long-term workforce planning;
- iv. addressing inequity, disadvantage and promoting social cohesion, including the relationship between academic selection and educational inequality, and the lack of promotion of integrated education by the Department of Education;
- v. ensuring that accountability is fit for purpose and supports high-quality teaching, learning and leadership of schools and
- vi. securing systemic cohesion across key education functions.

Conference asserts that the establishment of an overarching employing body would improve industrial relations, reduce wasteful duplication, promote operational efficiency and ensure the release of funding to support the improvement of 'frontline' service delivery, a more developed non-teaching school workforce, and a greater focus on enabling teachers to focus on teaching and learning.

Conference calls on the National Executive to:

- a. lobby for a single employing authority for all teachers and support staff in Northern Ireland and
- b. campaign for a review of governance at school level, which is long overdue.

MISOGYNY IN SCHOOLS

Conference is deeply concerned about the level of misogyny that is faced by women, trans, and non-binary members, as well as pupils, on a regular basis.

Conference is further concerned at the lack of government and administration initiatives for tackling the many forms of misogyny, such as the subculture of involuntary celibates (incels) and the potential for teenage boys to be drawn into the views of this subculture through a lack of proper support from more appropriate sources.

Conference asserts that all women and girls in educational settings have an inalienable right to be afforded safety, security and respect at all times and to not be exposed to derogatory comments, actions and communications that lead to them feeling and being unsafe whilst at school.

Conference further asserts that, in too many workplaces, women are still subject to institutional misogyny, as evidenced in the many high-profile cases reported in the press. Conference calls on the National Executive to continue to campaign against all forms of sexual harassment and misogyny and to:

- i. engage with all members of the Union, governments and administrations to ascertain the full extent of this vital issue and to produce a comprehensive report for Conference 2023 into how these issues will be tackled;
- ii. lobby governments and administrations for misogyny to be recognised as a hate crime;

ACTIONS TAKEN

Our campaign to raise awareness of misogyny and sexual harassment took many forms.

We lobbied the Health and Safety Executive (HSE) to produce specific guidance on misogyny as a workplace hazard. As a result, the HSE is considering this and there will be further discussions in 2023.

Delegates to the TUC Women's Conference proposed a motion on Violence and Harassment in the World of Work. A motion was also taken to the STUC Women's Conference.

Our interventions at the Women's Council of the Isles meeting focused on sexual harassment.

We undertook joint working with White Ribbon Campaign.

We continued to campaign via the Gender Based Violence in Schools Working Group in Scotland to agree a national framework.

We highlighted issues via both the Mental Health in Schools Working Group and the PSE Delivery and Implementation Group.

We pressed for Oak National Academy to ensure that issues in respect of misogyny and equality are generally reflected in their commissioning and development of learning resources for schools.

In July, we set up a Sexual Harassment Task Group and agreed a series of actions for taking forward the Union's work on sexual harassment and misogyny.

- iii. work with relevant bodies to produce comprehensive policies in order to protect women and girls against violence, misogyny, assault, harassment and sexism;
- iv. work with organisations that are campaigning against any groups that promote hatred of women and others;
- v. campaign to make it compulsory for schools to explicitly teach pupils and students about misogyny and misogynistic attitudes;
- vi. lobby for fully-funded mental health and wellbeing programmes specifically aimed at boys and further investment in mental health services, with a priority on early intervention and
- vii. continue to raise the profile of misogyny and sexual harassment with members and urge the importance of reporting incidences experienced or witnessed with employers.

In August, we surveyed all women active in Union activities and elected roles. Thereafter, the Sexual Harassment Task Group met to consider the outcome of the sexual harassment survey and began the work to produce our Sexual Harassment Action Plan.

We joined forces with many organisations that campaign for an end to misogyny, to raise awareness and develop training for members in challenging misogyny and sexual harassment.

We produced resources and tools for use by activists and raised awareness of the issues at a Negotiating secretaries' briefing in June.

We undertook development of a new resource for women on what steps to take to stay safe.

Rape Crisis Scotland delivered a workshop at our Scotland Equality Conference.

We met with End Sexism in Schools (ESIS) to discuss the report on gender balance in Key Stage 3 English curricula and its planned resources to support schools in promoting gender balance in their learning offers to students.

ESIS also facilitated a workshop at our Women Teachers' Consultation Conference on the above. Further working with ESIS on the wider curriculum is ongoing.

Professional development training provided by the Anti-Bullying Alliance was delivered to members, including specific training for supply teachers on anti-bullying.

We worked with the Runnymede Trust to facilitate a webinar on the Broken Ladders report.

At our Equalities Training and Development Day, *Hope not Hate* ran a session on 'Challenging Conversations' – this is now being developed for an all-member webinar.

We submitted a motion to TUC Women's Conference 2023 on removing sexism from the school curriculum.

CURRICULUM AND QUALIFICATIONS

Conference believes that the current National Curriculum is outdated, unfit for purpose and forcing our pupils and students into a life of poverty and deprivation due to its insistence on purely academic pursuit.

Conference is dismayed by the continued erosion of financial, technical, vocational and creative qualifications which leaves schools in the difficult position of not being willing to offer these types of qualifications to pupils and students who would benefit from them, as they are not seen as worthy.

Conference further believes that this is detrimental to young people, their emotional and cultural development, and does not reflect the realities of the job market.

Conference recognises that the COVID-19 pandemic has highlighted important structural weaknesses in

ACTIONS TAKEN

We continued to meet with the DfE and with Oak National Academy directly on the White Paper commitment to establish a national curriculum body.

Discussions took place with Ofqual, SQA, CCEA, Qualifications Wales and awarding bodies on qualifications arrangements for 2021/22 and 2022/23.

We worked to influence the implementation of the new curriculum in Wales through engagement with Welsh Government, Regional Consortia and other public bodies in Wales.

Our views on curriculum implementation and reform in Scotland were shared via participation in the Curriculum and Assessment Board.

As part of the teachers' Collaborative Community Group, we sought to inform the Hayward Review on Assessment and National Qualifications in Scotland.



qualification and curriculum systems across the UK and that future policy reform should address these weaknesses.

Conference instructs the National Executive to:

- i. lobby for a widening of qualifications seen as valuable by school and college leaders, including subjects such as financial, creative, practical and vocational courses and
- ii. insist that governments and administrations build a curriculum that teaches pupils and students the skills they need to achieve, thrive and succeed, personally, socially and financially.

Conference supports the work of the National Executive in developing proposals for reform, including in relation to:

- a. the appropriate balance between the use of terminal examinations and other forms of assessment in qualifications systems;
- b. whether curriculum and qualifications systems ensure that teachers and lecturers are able to make effective use of formative and summative assessment;
- c. how the portability and currency of qualifications across the UK, Europe and the wider world can be established and maintained and
- d. how the implications of fragmentation in the education system, which the COVID-19 pandemic has exposed, in respect of qualifications and the curriculum, can be addressed.

We met directly with Professor Louise Hayward, Chair of the Independent View Group on Assessment and National Qualifications in Scotland, to express concerns.

Curriculum issues were highlighted in discussions with the DfE on the Schools White Paper.

We are engaged with the DfE over curriculum implications of the DfE ITT market reforms.

We worked to review and revise established policy positions on forms of assessment in public qualifications and in internal school processes.

Our policy position statement on curriculum and qualifications was updated as a basis for wider lobbying and campaigning work.

We met with the Shadow Education Minister to discuss areas for policy development.

THE IMPACT OF COVID-19 ON TEACHER AND PUPIL MENTAL HEALTH

Conference notes with concern the detrimental effect that the COVID-19 pandemic has had on both pupils' and teachers' wellbeing/welfare. Teachers are stressed, dejected, and working excessive hours.

Conference is further concerned that teachers' workload has increased significantly due to hybrid, online and in-person teaching.

Conference asserts that teachers and school leaders should be equipped with the ability to recognise and act upon mental health issues in themselves, their colleagues and their pupils and students.

Conference instructs the National Executive to:

- i. advocate for each school to incorporate wellbeing/welfare into their curriculum;
- ii. lobby governments and administrations to include nationally recognised and certified Mental Health First Aid training as a compulsory element of all Initial Teacher Training and education;
- iii. campaign for wellbeing/welfare to be a priority in school catch-up planning and policy and
- iv. lobby for any strategy for education recovery to have teacher and pupil mental health at its core.

ACTIONS TAKEN

A wellbeing strategy was developed as part of our Better Deal campaign.

We produced updated advice and guidance for members on remote education and hybrid learning.

We prepared to reintroduce the MHFA Youth (full course) for 2022/23.

We worked in collaboration with Citizens UK to:

- i. promote the Citizens UK campaign for improved access to school-based counselling to members through social media and on the website;
- ii. provide guidance to Citizens UK prior to their meeting with Will Quince MP, then Minister for Children and Families and
- iii. held further meetings with Citizens UK to drive forward the campaign, and a proposal for a National Summit.

We submitted evidence to the National Audit Office review of education recovery, highlighting the need to address mental health issues for learners and the workforce.

We responded to the UK Government Green Paper on special educational needs, disabilities and alternative

provision, highlighting the need for improved access to mental health support for children in schools.

We continue to press Oak National Academy to ensure effective resources and support on wellbeing and welfare are included in their offer to schools.

We revised our materials for the Valued Worker Scheme and secured joint sign-up with other trade unions that represent education workers.

2(c) MOTION: SCOTLAND

Conference notes that the United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Bill (UNCRC) was passed unanimously by the Scottish Parliament in 2021.

Conference further notes the increasing reference of the UNCRC in the development of a very wide range of policy areas by the Scottish Government, as well as its use in defending and justifying its decisions.

Conference is clear that this legislation will place wide-ranging responsibilities on national bodies, such as the Scottish Government, Education Scotland and the Scottish Qualifications Authority (SQA).

Conference acknowledges the importance of the rights of the child, but it cannot endorse any policy that will result in detriment to the rights of teachers, including the right to take industrial action.

Conference believes that the incorporation of the UNCRC will have important impacts on the working lives of NASUWT members and the Union's representation of their interests, and calls on the National Executive to:

- i. campaign to ensure that clear, coherent and timeous central advice is provided by the Scottish Government and other national bodies (such as Education Scotland and the SQA);
- ii. lobby the Scottish Government to ensure the implementation of the UNCRC is considered in the context of the framework of the Universal Declaration of Human Rights (UDHR);
- iii. monitor the variety in approaches to implementation adopted across the Scottish education policy sphere and robustly challenge approaches where necessary, particularly where any practice risks undermining schools' ability to secure and maintain positive pupil behaviour;
- iv. engage with Education International (EI) affiliates in countries that have incorporated the UNCRC and
- v. monitor UNCRC-related developments in Scotland and internationally, producing guidance for members and seeking member feedback.

ACTIONS TAKEN

We obtained expert legal opinion on Convention Rights in Scotland for advice on the impact on our members' Article 11 Right and the NASUWT's ability to take industrial action, including disputes on 'refusal to teach'.

We produced advice and guidance for members on interpreting UNCRC provisions in schools and local authorities in Scotland.

We attended the Crossing Borders and UNCRC engagement event in May 2022.

A response was submitted to the public consultation on the draft physical intervention in schools guidance.



FLEXIBLE WORKING

Conference is concerned that the opportunities for flexible working arrangements are being denied to teachers by employers citing 'business reasons', this is leading to the loss of experienced teachers and school leaders and exacerbating the recruitment and retention crisis, with employers dismissing the value of part-time and job-sharing arrangements.

Furthermore, teachers securing part-time or job-sharing arrangements are often not treated fairly in relation to their full-time colleagues in respect of workload expectations or promotion opportunities.

Conference calls upon the National Executive to:

- i. lobby for the day-one right to flexible working for all teachers;
- ii. robustly challenge employers who deny flexible working requests;
- iii. promote to employers the benefits of flexible working;
- iv. campaign for the reinforcement of statutory provisions to ensure that teachers who are working flexibly have manageable and appropriately reduced performance management objectives in relation to days/hours worked and
- v. conduct a survey to examine the extent to which teachers have been denied promotion or additional responsibility payments due to their flexible-working arrangements.

CLASS SIZE

Conference is concerned that class sizes are increasing in many schools, caused by a combination of increasing pupil rolls, teacher shortages and lack of space.

Conference asserts that increasing class size has many detrimental impacts on teachers and pupils, including increasing workloads and decreased individual pupil contact.

Conference deplores that the health and safety issues caused by overcrowding, including lack of space, lack of ventilation, excessive temperatures and the transmission of pathogens, are ignored by some employers.

Conference further deplores that some employers ignore the clear health and safety risks in practical subjects, including failing to undertake effective risk assessments.

Conference calls upon the National Executive to:

- i. publish updated guidance to members on class size, including around risk assessment;
- ii. lobby governments and administrations to introduce maximum class sizes in all key stages;
- iii. highlight guidance from subject associations, such as the Design and Technology Association (DATA), on class size limits and
- iv. continue to support members who face unacceptable class sizes by all means possible.

ACTIONS TAKEN

We undertook surveys and polling of members to develop evidence to challenge assertions about the adverse implications of flexible working on pupil progress and achievement.

Research into employer agreements on flexible working was also undertaken.

We produced checklists for negotiators to use as appropriate.

In addition, further advice for members seeking flexible working on rights and responsibilities was developed.

Through representations we were successful in persuading the STRB to seek a remit to include flexible working.

Work was initiated with Yasmin Qureshi MP in support of her Private Members' Bill on Flexible Working.

We continued to engage with the DfE as part of the DfE Flexible Working Advisory Group (FWAG).

Our response to the Isle of Man Government Consultation on family leave rights highlighted deficiencies in flexible-working entitlements.

We revised our webinar programme to include flexible working.

Our Equalities Training and Development Day included a session on flexible working, incorporating advice on how to negotiate flexible working requests.

This session was also delivered at our Women Teachers' Consultation Conference.

We are exploring a suitable mechanism for mapping flexible-working provision across MATs.

ACTIONS TAKEN

We developed an evidence-based case for the educational benefits of reducing class sizes.

Health and Safety guidance, which includes signposting to groups such as DATA/CLEAPSS, was published on the NASUWT website.

We successfully lobbied the HSE to amend its classroom checklist and provide further guidance. The HSE has undertaken to look at the classroom checklist, and also provide guidance on its education e-bulletin.

We highlighted the implications of increasing pupil-teacher ratios in our evidence to pay review bodies in England and Wales.

We participated in negotiations at the SNCT for reduced class sizes in special schools and units.

2(c) MOTION: WALES

Conference notes that the Welsh Labour Party entered into a co-operation agreement with Plaid Cymru, which includes proposals to fundamentally change the conditions of service of teachers in Wales by reforming school term dates and the school year, with no consultation with education unions in Wales.

Conference condemns the Welsh Government for the implementation of a 'Rhythm of the School Day' pilot programme, which was launched without consultation with education unions in Wales.

Conference calls upon the National Executive to lobby the Welsh Government to:

- i. dismantle Local Management of Schools in Wales before any consideration is given to changes in the school year and day and
- ii. prioritise the reconstruction of the education service in Wales following COVID-19, through:
 - delaying the implementation of the New Curriculum and
 - improving teachers' conditions of service to support recruitment and retention.

Conference calls upon the National Executive to take all appropriate action, up to and including industrial action, to:

- a. protect teachers' conditions of service in Wales and
- b. support members facing increased workload through 'Rhythm of the School Day' pilots and the implementation of the curriculum reforms.

RULES

Conference notes that the last time there was a review of the Union's rules was over 30 years ago and since then the landscape has changed dramatically.

Conference further notes that the ongoing pandemic has clearly proven the advantages of using social media and IT for effective communications.

Conference instructs the National Executive to:

- i. revisit the Union's rules and open a full and transparent consultation on how the Union is organised;
- ii. discuss changes to rules to move elections away from annual elections and towards biennial or triennial elections to posts;
- iii. seek feedback from Local Associations and Federations on current rules and suggestions for change(s);
- iv. produce reports that collate these suggestions for change;
- v. produce a guide for Local Associations on how to engage with Annual Conference, including clear advice on how to present suggested rule changes to Conference;
- vi. look at incorporating the use of current and emerging communications technology in the Union's democratic processes and
- vii. hold a Special Conference.

ACTIONS TAKEN

We promoted the WTUC webinar on the proposed reform of the school day/year.

Representations were made to the Wales Education Minister.

We lobbied the Welsh Assembly over the exclusion of education in the Social Partnership Bill.

Representations and lobbying also took place over the proposed new curriculum for Wales and associated workload impacts.

We raised concerns with the Welsh Minister over increased workload associated with the introduction of termly wellbeing records.

ACTIONS TAKEN

Following Annual Conference, a process for consultation was adopted by the National Executive on 10 June.

All Local Associations and Federations were informed of the consultation process by email.

Proposals for rule changes were received from National Executive and Local Associations/ Federations in the timescale agreed in the consultation process.

The proposed rule changes will be considered at Annual Conference 2023.



SUSTAINABILITY

Conference believes that sustainability should be at the heart of all we do and that we should aim to meet our environmental targets by 2030.

Conference calls on the National Executive to:

- i. continue to pursue and promote a strategy for sustainability at a national, regional and local level and
- ii. conduct an environmental audit of its properties and investments, including pension schemes.

ACTIONS TAKEN

We conducted an audit of the equipment provided or suggested to Local Associations.

Termly reviews were undertaken by the National Executive.

We initiated a review regarding NASUWT investments.

An audit of NASUWT properties was conducted.

Sustainability was agreed to be a key feature of Annual Conference 2023.

We developed an App and moved to paperless systems for National Executive and events.

The NASUWT was awarded the prestigious Association of British Professional Conference Organisers (ABPCO) 'Best event for an in-house PCO' award for NASUWT Annual Conference 2022.

ANTI FAR-RIGHT INITIATIVES

Conference is appalled by the rise in far-right nationalism and hate crime throughout the UK, and particularly its harmful targeting of refugees. Schools should be a place of safety, where all children are free from worry and are able to learn and communicate comfortably.

Conference is disgusted by the casual use of hate speech by politicians and leaders, which is increasingly unchallenged by media institutions and is filtering rapidly into our schools and the homes of our learners.

Conference is alarmed that if we are not actively opposing this insidious radicalisation at every opportunity, then we are complicit in perpetuating it.

Conference instructs the National Executive to:

- i. lobby governments and administrations to invest in new programmes and international education initiatives to support cross-border understanding and promote diversity and mutual understanding;
- ii. produce resources and training for members to assist with challenging far-right nationalism;
- iii. work with charities to create training and resources that enable members to give refugee, asylum-seeking and migrant children appropriate support in their education;
- iv. acknowledge that this is an intersectional issue and consult on this matter at all equality consultation conferences;
- v. campaign for schools, colleges and academies to take the issue of abusive and hate-based language more seriously and have a zero-tolerance approach to abuse, and the use of terms such as 'banter' to excuse abusive behaviour and
- vi. report to Conference 2023.

ACTIONS TAKEN

We held member webinars on Hate Crime and Refugee Action Week to raise awareness.

Checklists for members and information on anti-far-right activities were published.

We worked in collaboration with the TUC and CLASS to develop a webinar on anti-far-right language.

Regional committees were asked to discuss the issues and feedback to enable more information and experience to be gathered.

We worked and continue to liaise with sister teachers' unions internationally on how we can support members to combat the rise of the far right in schools.

A session on the asylum system and refugees took place at our Equalities Training and Development Day in June.

Hope Not Hate delivered a session on 'Challenging Conversations' at our Equalities Training and Development Day in October.

Work began to develop an all-member webinar.

HYBRID TEACHING AND EXCESSIVE WORKLOAD

Conference acknowledges the central role played by technology during the course of the COVID-19 pandemic, particularly in securing the continuity of learning when pupils and students are not able to attend school sites.

Conference further acknowledges that technology will remain an important component of the education infrastructure and is likely to evolve and become more significant in future.

Conference notes the significant pressures that teachers, lecturers and school and college leaders have experienced as a result of expectations to establish and maintain remote learning offers, including:

- i. unsustainable workload demands;
- ii. inadequate training and professional development;
- iii. teachers and lecturers being required to spend their own money on resources and equipment;
- iv. inadequate access for teachers, lecturers and school and college leaders to technology and other resources;
- v. failures on the part of governments and administrations across the UK to ensure that all pupils and students from disadvantaged households have access to resources to support their participation in learning and
- vi. the imposition of practices in some cases that have undermined the privacy and data protection rights of the workforce and learners.

Conference believes that the extra time, energy and workload required to deliver hybrid teaching is having a detrimental effect on the health, safety and welfare of teachers.

Conference recognises the transformative potential of artificial intelligence in this context.

Conference, in response to these factors, calls on the National Executive to:

- a. compile and examine data on the effect that inappropriate remote and blended learning practices are having on teacher and lecturer absence, long-term sickness and the number of teachers and lecturers choosing to leave the profession;
- b. meet with governments and administrations to share this data and press for an immediate reduction in COVID-related excessive workload;
- c. continue to lobby governments and administrations to ensure that schools, colleges and learners get the support they need to provide effective and sustainable remote and blended learning offers;
- d. press governments, administrations and employers to ensure that technology is used in ways that are consistent with high-quality working

ACTIONS TAKEN

We developed further advice and guidance for members on the use of remote and hybrid learning in non-COVID contexts.

We worked with the Digital Poverty Alliance and other bodies to highlight the impact of poverty and digital exclusion on access to learning.

A policy position was established on the use of Artificial Intelligence (AI) in educational contexts.

Our Flexible Working campaign messaging included reference to hybrid teaching and excessive workload.

Guidance for women on how to keep safe when working from home was promoted.

We engaged with governments, administrations and other public bodies across the UK on requirements, expectations and support for remote and hybrid learning in schools and colleges.

Our advice and guidance for members was updated to take account of developments in policy and practice.

We extended our industrial action in the Isle of Man to include inappropriate developments in the use of online platforms.

We met with Oak Academy and the new National Curriculum body on long-term approaches to the use of hybrid learning.

We robustly challenged the plans of some local authorities in Scotland to use remote learning during planned strikes by non-teaching unions.

We continued to engage with the ETUCE on its work to develop principles on the use of AI in educational contexts.



conditions, supports high-quality educational provision, does not increase workload, and enhances work to support teacher and lecturer wellbeing and positive mental health;

- e. provide further advice and guidance to members on the use of technology in schools and colleges and workload impact assessments, including in non-COVID-related school and college closures and the teaching of pupils and students away from school sites;
- f. continue to defend members, including through the use of lawful industrial action, who are subject to uses of technology that undermine their legitimate employment rights and entitlements;
- g. campaign to eliminate digital discrimination and harassment on grounds of protected characteristics and
- h. promote the use of Equality Impact Assessments for the use of virtual learning environments.

SECURING THE FUTURE OF BTEC AND VOCATIONAL COURSES

Conference notes with concern the decision taken by the Westminster Government to withdraw funding for BTEC qualifications for 16-19 learners in England.

Conference believes that the narrowing of learning pathways in the post-16 sector, particularly in relation to vocational study and the introduction of T levels, are retrogressive both socially and economically.

Conference believes that the COVID-19 pandemic has served to highlight the fragility, limitations and inequities of the qualifications system.

Conference calls on the National Executive to press governments and administrations to adopt approaches to qualifications reform that:

- i. contribute to efforts to drive down excessive and unnecessary workload burdens for teachers and school and college leaders;
- ii. allow teachers and school and college leaders to focus on their core responsibilities for teaching and leading teaching and learning and avoid tasks that do not make the best use of their professional skills, talents and expertise;
- iii. embed within the education system greater parity of esteem between so-called academic and vocational learning, with a wide range of relevant and coherent learning pathways;
- iv. tackle the root causes of disaffection with education and disengagement from formal learning;
- v. understand the 14-19 sector as a coherent whole, ending arbitrary distinctions between pre- and post-16 learning;

ACTIONS TAKEN

Throughout the year, we continued to engage with governments, administrations, regulators and awarding bodies on policy and practice for vocational and applied general qualifications.

We supported campaigns to secure the role of BTECs and other applied general qualifications as part of broad and balanced curriculum offers.

We published a union position statement on vocational and technical education.

We worked with #ProtectStudentChoice to develop campaign and lobbying activity and contributed to their lobbying and campaigning of Ministers and Parliamentarians on this issue.

- vi. address long-standing patterns of occupational segregation, tackle discrimination and actively promote equality and diversity;
- vii. ensure that policy is developed and implemented in collaboration with nationally recognised trade unions and other legitimate stakeholders;
- viii. promote collaboration rather than competition between providers and
- ix. make use of the skills, talents and expertise of all members of the existing school and college workforce.

FUNDING FOR EDUCATIONAL SETTINGS

Conference notes that schools and colleges had been under immense financial pressure before the pandemic, and this has increased significantly during the COVID-19 crisis.

Conference further notes that schools and colleges have stepped up to cover costs for things such as intensive cleaning procedures and the use of extra IT equipment with minimal financial support from governments and administrations. This has continued to be an immense burden on school and college finances and will have a long-lasting effect.

Conference calls on the National Executive to:

- i. insist on an increase in funding to all educational settings and
- ii. lobby to ensure that all schools and colleges are not in or facing a deficit budget as a result of legitimate COVID-19-related expenditure.

SUPPLY TEACHERS' PAY AND CONDITIONS

Conference notes that supply and substitute teachers are vital members of the teaching workforce and an important component in the educational structure.

Conference, however, also notes that supply teachers are frequently marginalised and suffer from far less favourable terms and conditions than the permanent teacher workforce, including because of adverse agency and umbrella company practices.

Conference further notes with concern the extent to which teachers covered under equalities law are more prevalent in the supply and substitute teacher workforce and face detrimental terms and conditions that amount to unacceptable and discriminatory treatment.

ACTIONS TAKEN

We submitted a response to the DfE/DHSC SEND/AP Green Paper, highlighting issues resulting from underinvestment in special and alternative provision and resource allocation policy and practice.

Engagement took place with the DfE on the 'safety valve' and the Developing Better Value programmes focused on local authorities experiencing difficulties in meeting costs of provision.

We secured feedback from members working with pupils with special and additional needs to inform policy development and engagement with governments, administrations and employers.

We responded to the DfE's 2nd stage consultation on the implementation of the direct National Funding Formula for schools called on the DfE to press HM Treasury for additional funding for schools in 2022/23 and 2023/24 in order to meet higher costs arising from runaway inflation and to fully meet the costs of the teachers' pay award.

We responded to the Equalities, Human Rights and Civil Justice Committee call for views entitled 'The Impact of Human Rights Budgeting'.

We also responded to Scotland's COVID Recovery Strategy and Strategic Framework and budget priorities.

ACTIONS TAKEN

We met with the Shadow Pensions Minister and outlined the Union's demand for agency teachers to be enrolled in the TPS rather than into auto-enrolment pension schemes. A request was made for the Labour Party to include this in a future Pensions Bill.

We met regularly with DfE officials to discuss concerns over the pay and conditions of supply teachers in England.

Our Better Deal for Supply Teachers campaign was refreshed and relaunched at the NASUWT Supply Teacher Seminar in October.

We developed additional resources for members to assist in campaigning for a better deal, including



Conference believes that it is a fundamental injustice that all supply and substitute teachers across the UK, including teachers working for supply agencies, are not automatically enrolled into the Teachers' Pension Scheme from the first day of their employment as a teacher.

Conference endorses the work of National Executive in effectively communicating the support that supply and substitute teacher members receive from the NASUWT across supply teacher networks and ensuring that the Union is viewed as the union of choice for supply and substitute teachers across the UK.

Conference further endorses action by the National Executive in campaigning for:

- i. amendments to the Agency Workers and Teachers' Pension Scheme Regulations, to ensure that all supply teachers are automatically enrolled in the Teachers' Pension Scheme for their entire employment, irrespective of the status of their employer;
- ii. all supply, substitute and agency teachers to receive full equivalent permanent teacher employee entitlements to pay, pensions, family leave and flexible working from the first day of their placement in a local authority, school or academy trust;
- iii. a return to local authority-managed supply pools where these have been abolished and
- iv. all supply and substitute teachers to receive entitlements to serve as accredited trade union representatives, with access to trade union facility time, as appropriate.

template FOI requests regarding supply teacher spend.

We produced resources on the Agency Workers Regulations (AWR) and placed them on the website.

We continued to meet with DfE officials to continue to press the case for a Better Deal for Supply Teachers.

Engagement took place with colleagues in Wales regarding the situation for supply teachers, as part of the coalition agreement.

Correspondence was sent to the Secretary of State for Defence, copied to Labour Shadow teams, regarding the fire and rehire of supply teachers in Cyprus. We were successful in halting the threat of fire and rehire of supply teachers in Cyprus MoD schools.

We lobbied multi-academy trusts on creating centrally employed pools of supply teachers.

A member bulletin/briefing was produced regarding the repeal of Regulation 7 of the Conduct Regulations which prohibits the supply of agency workers during industrial action.

We sent a pre-action protocol letter seeking a judicial review following repeal of Regulation 7.

We wrote to the Director of Labour Market Enforcement regarding concerns over the development of joint employment models used by recruitment agencies and umbrella companies.

We signed up to a TUC joint badged letter regarding issues to do with IR35.

As a result of our campaigning, the salary cap at M6 was lifted in the Isle of Man so that supply teachers can access the upper pay scale.

We developed guidance on supply teachers accessing facility time.

NATIONAL OFFICERS AND NATIONAL EXECUTIVE COMMITTEE 2022

President:	Phil Kemp (to Conference 2022) Angela Butler (from Conference 2022)
Senior Vice-President:	Angela Butler (to Conference 2022) Rosemary Carabine (from Conference 2022)
Junior Vice-President:	Rosemary Carabine (to Conference 2022) Rashida Din (from Conference 2022)
Honorary Treasurer:	Chris Holland (to Conference 2022) Michelle Codrington-Rogers (from December 2022)
Ex-President:	Michelle Codrington-Rogers (to Conference 2021) Phil Kemp (from Conference 2022)
District 1	John Hall Dan Lister
District 2	Lester Russell
District 3	Karen Brocklebank
District 4	Jac Casson Rachel Knight
District 5	Claire Ward
District 6	Damien McNulty (until Jul 2022) Nuala Lavery-Noon (from Aug 2022) Anne Rycroft
District 7	Celia Foote (until Jul 2022) Tim Toepritz (from Aug 2022) Sharon Calvert
District 8	Fiona Hawksley-Cartwright (from Aug 2022)
District 9	Dinsdale Shaw
District 10	John Crofts
District 11	Alan Hackett
District 12	Anne Thompson
District 13	Alan Jones Paul Nesbitt (until Nov 2022)
District 14	Harold Gurden
District 15	Caroline Clode
District 16	Mark Burns
District 17	Rosemary Carabine (until Apr 2022) Katherine Moore (from Nov 2022)
District 18	Mark Bilsby (until Sept 2022)
District 19	Wendy Exton
District 20	Mike Leigh
District 21	Nigel Williams
District 22	Ruth Duncan
District 23	Kathy Duggan Chris Holland
District 24	Alison Morgan
District 25	John McGill
District 26	Folasade Afolabi
District 27	Mark Dickinson
District 28	Elaine Paling (until Jul 2022) Row Martin (from Aug 2022)
District 29	Dona Vickers
District 30	Stephen Witherden
District 31	Mark Morris Sharron Daly (from Mar 2022)
District 32	Helen Johns
District 33	Scott McGimpsey Eddie Carroll (from Mar 2022)
District 34	Raymond Beggs Delma Boggs



NATIONAL EXECUTIVE STANDING COMMITTEES

September 2021 to July 2022

Education Committee – 8 Members

Lester Russell
Richard Bell
Sade Afolabi
Damien McNulty*

Kathy Duggan
Elaine Paling
Vacancy
Paul Nesbitt

Legal Aid, Services and Central Benevolent Committee – 6 Members

Helen Johns
Rosemary Carabine (*until July 2022*)
Dinsdale Shaw
Mark Burns

Chris Holland* (*from July 2022*)
Vacancy
Mike Leigh

Recruitment and Organising – 8 Members

Anne Rycroft*
Ruth Duncan
Mark Bilsby
Raymond Beggs

John Crofts
Alison Morgan
Eddie Carroll
Stephen Witherden

Salaries, Pensions and Conditions of Service – 8 Members

Scott McGimpsey
Caroline Clode
Rachel Knight
Nigel Williams

Sharon Calvert
Jac Casson
John McGill*
Dan Lister

Trade Union Education and Training – 7 Members

Mark Dickinson*
Claire Ward
Karen Brocklebank
Sharron Daly

Celia Foote
Anne Thompson
John Hall

Health and Safety Committee – 6 Members

Delma Boggs
Mark Morris*
Alan Jones

Wendy Exton
Alan Hackett
Harold Gurden

Equal Opportunities Committee – 8 Members

Vacancy
Sade Afolabi (*Education*)
Delma Boggs (*H&S*)
Mark Burns (*Legal*)

Anne Rycroft (*Recruitment*)
Sharon Calvert (*Salaries*)
Caroline Clode (*Salaries*)
Claire Ward (*Training*)*

* indicates Chair

September 2022 to July 2023

Education Committee – 8 Members

Lester Russell (<i>Vice-Chair</i>)	Kathy Duggan (<i>Chair</i>)
Nigel Williams	Dona Vickers
Sade Afolabi	Nuala Lavery-Noon
Tim Toepritz	Eddie Carroll

Legal Aid, Services and Central Benevolent Committee – 6 Members

Helen Johns	Chris Holland (<i>Chair</i>)
Fiona Hawksley-Cartwright	Dinsdale Shaw
Mike Leigh (<i>Vice-Chair</i>)	Mark Burns

Recruitment and Organising – 8 Members

Anne Rycroft (<i>Chair</i>)	John Crofts
Ruth Duncan	Alison Morgan (<i>Vice-Chair</i>)
Katherine Moore	Stephen Witherden
Raymond Beggs	Vacancy

Salaries, Pensions and Conditions of Service – 8 Members

Scott McGimpsey	Sharon Calvert
Caroline Clode	Jac Casson (<i>Vice-Chair</i>)
Rachel Knight	John McGill (<i>Chair</i>)
Harold Gurden	Dan Lister

Trade Union Education and Training – 7 Members

Mark Dickinson (<i>Chair</i>)	John Hall
Claire Ward (<i>Vice-Chair</i>)	Anne Thompson
Karen Brocklebank	Vacancy
Sharron Daly	

Health and Safety Committee – 6 Members

Delma Boggs	Wendy Exton (<i>Vice-Chair</i>)
Mark Morris (<i>Chair</i>)	Alan Hackett
Alan Jones	Rowena Martin

Equal Opportunities Committee – 8 Members

Sharon Calvert (<i>Salaries</i>) (<i>Vice-Chair</i>)	Caroline Clode (<i>Salaries</i>)
Mark Burns (<i>Legal</i>) or Fiona Hawksley-Cartwright (<i>Legal</i>)	
Delma Boggs (<i>H&S</i>)	Anne Rycroft (<i>Recruitment</i>)
Claire Ward (<i>Training</i>) (<i>Chair</i>)	Nuala Lavery-Noon (<i>Education</i>)
Nigel Williams (<i>Education</i>)	



NATIONAL ADVISORY COMMITTEES

The following served on the committees until 31 July 2022

Black Members' Advisory Committee

Okoro Akinyemi
Muhammad Khan
Karen Williams

Ajaz Aslam
Ava Verrier

Patricia Earle Andrews
Andrea Welter

Disabled Members' Advisory Committee

Helen Abbott
Josephine Howard
Carol Wood

Clive Bowles
Lara Morris

Kathryn Downs
Bernadetta Omondi

Leadership Group Advisory Committee

Rashida Din
Suresh Singh

Helen James

Alan Parkhurst

Lesbian, Gay, Bisexual, Trans and Intersex Members' Advisory Committee

Stephen Dyer
Peter Taylor

Nik James

Addele Lynas

Post-16 Advisory Committee

Cheryl Danher
Emma Speziale
Matthew Herman

Anita McGowan
Ron Staker

Siddartha Nandi Purkayastha
Garry Nicholson

Primary Advisory Committee

Beverley Alderson
Mark Ellison

Claire Colling
Alister Parker

Kevin Donaghy
Michael Parsons

Special Education Advisory Committee

Lawrence Tierney

Kerrie Vernon

Women Members' Advisory Committee

Fiona Hawksley-Cartwright
Candida Mellor
Annelies Taylor

Annwyn Lewis
Mumtaz Quayum

Kat Lord Watson
Sally Rees

Young Members' Advisory Committee

Thomas Swinford

The following served on the committees from 1 August 2022

Black Members' Advisory Committee

Ajaz Aslam	Lucy Charlton	Muhammad Khan
Maria Smith	Ava Verrier	Andrea Welter

Disabled Members' Advisory Committee

Kathryn Downs	Josephine Howard	Lara Morris
Harjinder Nahal	Bernadetta Omundi	Claire Stewart
Carol Wood		

Leadership Group Advisory Committee

Pushpalata Chaure	Robert Kent	Sandie Mulligan
Alan Parkhurst	Suresh Singh	Javay Welter
Karen Williams		

Lesbian, Gay, Bisexual, Trans and Intersex Members' Advisory Committee

Stephen Dyer	Asa Haycock	Nik James
Nafiza Khan	Addele Lynas	Rebecca Tebbett
Lee Williscroft-Ferris		

Post-16 Advisory Committee

Cheryl Danher	Matthew Herman	Annette Margolis
Anita McGowan	Siddhartha Nandi Purkayastha	

Primary Advisory Committee

Beverley Alderson	Claire Colling	Kevin Donaghy
Shaunagh Lambe	Jane McConville	Joshua Moodie
Alister Parker		

Special Education Advisory Committee

Claire Gosling	Susan Griffiths	Barry Leslie
Jemma Parton		

Women Members' Advisory Committee

Sidra Hussain	Kat Lord Watson	Candida Mellor
Mumtaz Quayum	Sally Rees	Dianne Reynolds
Rebecca Stroud		

Sexual Harassment Task Group

Angela Butler	Rosemary Carabine	Rashida Din
Michelle Codrington-Rogers	Sharon Calvert	Candida Mellor
Mumtaz Quayum	Dianne Reynolds	Sally Rees
Becky Stroud	Claire Ward	Kat Lord Watson



AFFILIATIONS, DONATIONS AND SPONSORSHIPS (OVER £500)

Sponsorship

British Youth Music Theatre
Burma Campaign
UK Global Campaign for Education (Send My Friend to School)
Hazards
National Youth Choir of Scotland
Riverside Band
Show Racism the Red Card
Times Education
Tolpuddle Martyrs Festival
TUC Anti-Racism Rally
Ulster Schools Athletics
Welsh Schools Athletic Association

Affiliations

Amnesty International
Anti-Bullying Alliance
Citizens UK
Education International
Education and Solidarity Network
ICTU
Justice for Colombia
Labour Research Department
Liberty
Scottish TUC
TUC
TUC Cymru

Donations

Durham Miners' Association and Gala

Emergency International Support

EI Appeal for Ukraine

CONSULTATION RESPONSES

United Kingdom

Department for Business, Energy and Industrial Strategy

- Call for evidence regarding the role of umbrella companies in the labour market
- Post-pandemic economic growth: UK labour markets

Home Office

- Potential public sexual harassment offence
- Serious Violence Duty introduced in the Police, Crime Sentencing and Courts Act 2022

Department for Work and Pensions

- Baroness Neville-Rolfe's Review of the State Pension Age
- Disability Workforce Reporting

England

Department for Education

- Access to schools for education and training providers
- Changes to the school admission appeals code
- Childcare regulatory changes
- Implementing the direct National Funding Formula – second stage
- Keeping children safe in education: proposed revisions 2022
- New measures to increase school attendance
- SEND Review: right support, right place, right time
- Reform of appropriate bodies for schools that offer induction to new teachers and on the assessment of these teachers
- Revised Behaviour in Schools guidance and Suspension and Permanent Exclusions guidance
- School registers and national thresholds for legal intervention
- STRB's 32nd Report and the draft 2022 STPCD
- 2022 School Teachers' Pay and Condition Document V2
- SEND Review: right support, right place, right time
- Supporting schools that are not making necessary improvements
- Teacher misconduct: regulating the teaching profession
- Timescales for reviewing EHCPs
- Timescales local authorities, schools and other relevant authorities have to meet when reviewing Education, Health and Care Plans in parallel to the Green Paper

Department for Health and Social Care

- Call for Evidence: Mental health and wellbeing plan

Director of Labour Market Enforcement

- 2023/24 Labour Market Enforcement Strategy

House of Commons Education Committee

- Education Committee launches new inquiry on careers education in schools

National Audit Office

- Study on education recovery in schools

National Institute for Health and Care Excellence

- Self harm: assessment, management and preventing recurrence



Ofqual

- Regulatory approach for level 3 qualifications

Ofsted and the Care Quality Commission

- A joint consultation on area inspections of SEND provision for children and young people

School Teachers' Review Body

- 32nd Report (2022)

Northern Ireland

Northern Ireland Assembly

- Fair Employment (School Teachers) Bill

Northern Ireland Government

- The core functions currently delivered by GTCNI, and how those deemed to support teachers and teaching standards in our schools, could be delivered more effectively and efficiently in the future.

Scotland

Education Scotland

- Scotland's Equity Toolkit

General Teaching Council for Scotland

- Draft Strategic Plan 2023-2028
- GTCS-revised Registration Rules

Scottish Government

- Children and Young People (Scotland) Act 2014: Revised Draft Statutory Guidance for Part 18 (Section 96)
- Gender Recognition Reform (Scotland) Bill
- Home education guidance
- 'Let's Talk Scottish Education' – Our National Discussion
- Mental health and wellbeing strategy
- National Improvement Framework: Enhanced Data Collection
- Physical intervention in schools guidance
- Public Sector Equality Duty in Scotland
- School Uniform Guidance
- Scottish Teachers' Pension Scheme (STPS): Independent Schools Phased Withdrawal
- Statutory guidance for Assessment of Wellbeing under Part 18 of the Children and Young People (Scotland) Act 2014

Scottish Parliament

- Call for views on the impact of the Scottish Attainment Challenge – Children and Young People Committee
- Disabled Children and Young People (Transitions to Adulthood) (Scotland) Bill
- The Impact of Human Rights Budgeting – Equalities, Human Rights and Civil Justice Committee
- Poverty and stigma – Cross-Party Group on Poverty
- Pre-Budget Scrutiny – COVID-19 Recovery Committee
- Road to recovery: impact of the pandemic on the Scottish labour market – COVID-19 Recovery Committee
- Support for disabled children and young people – Education Committee

Scottish Public Pensions Agency

- STPS Amendment Regulations 2022

Wales

Independent Welsh Pay Review Body

- Independent Welsh Pay Review Body call for evidence

- Review of the role and remuneration of supply teachers

Qualifications Wales

- Qualified for the Future Consultation: New GCSEs

Welsh Government

- Additional national professional learning INSET days 2022 to 2025
- Changes to current school assessment arrangements and local authority prospectus
- Changes to statutory guidance on school uniform and appearance policies
- Draft framework for Welsh in English medium education
- New registration categories for the Education Workforce Council
- Qualified for the future: The proposed purpose, content and assessment for new GCSEs
- Review of the School Funding (Wales) Regulations 2010
- Revoking the end of Foundation Phase Assessments, the end of Key Stage 2 Assessments, and the moderation of end of Key Stage 2 and 3 Assessments from 2021 to 2022 onwards
- Statutory induction of newly qualified teachers in Wales

Welsh Parliament

- Peer-on-peer sexual harassment among secondary school pupils in Wales – Children, Young People and Education Committee
- Gender Recognition reform- Equalities, Human Rights and Civil Justice Committee

Isle of Man

Isle of Man Government

- Family leave rights

Jersey

States of Jersey Assembly

- Children, Education and Home Affairs Scrutiny Panel Scrutiny Review of the Proposed Government Plan 2023-26

International

International Trade Union Confederation

- ITUC Global Rights Index Survey 2022



EXTERNAL BODIES, COMMITTEES AND WORKING PARTIES ON WHICH THE NASUWT WAS REPRESENTED

Northern Ireland

- Ireland Department for the Economy COVID Group
- Education Authority Northern Ireland Engagement Forum
- Northern Ireland Teachers' Council
- ICTU and Department of Finance Central Consultation Working Group
- ICTU Education Committee (Northern Ireland)
- ICTU Executive Council
- ICTU Global Solidarity Committee
- ICTU Health & Safety Committee
- ICTU Northern Ireland Committee
- ICTU Women's Committee
- ICTU Youth Committee
- Northern Ireland Teacher's Negotiating Committee
- Northern Ireland Teachers' Pension Scheme – Pension Board and Scheme Advisory Board
- Northern Ireland Teachers' Pension Scheme Advisory Board
- Northern Ireland Workforce Review Oversight Group
- Northern Ireland Pay and Workload Agreement Transition Group
- Northern Ireland Teachers' Negotiating Committee and JNC COVID-19 Sub Group
- Use of Temporary and Substitute Teachers Working Group

Scotland

- COSLA/Workforce Issues Group
- Education Reform Stakeholder Reference Group
- COVID-19 Education Recovery Group
- Curriculum and Assessment Board (Scotland)
- Community Collaborative Group
- Education Scotland – Professional Learning and Leadership Stakeholder Forum
- Headteacher Recruitment Working Group
- Gender Based Violence in Schools Working Group (Scotland)
- LGBT Inclusive Education Implementation Group (Scotland)
- Mental Health in Schools Working Group
- Supporting Workforce Wellbeing Stakeholder Reference Group
- National Improvement Framework Professional Associations Group
- Physical Intervention working group (Scotland)
- PSE Delivery & Implementation Group
- PSE ITE and CLPL Sub Group
- Inspection External Stakeholder Reference Group
- Anti-bullying in schools – Respect for All Review Working Group
- Anti-Racism Education Programme Stakeholder Network Group
- Scottish Advisory Group on Relationships and Behaviour in Schools
- Behaviour in Scottish Schools – Research Advisory Group
- Scottish Board for Teacher Education
- Scottish Learning for Sustainability Leadership Group
- GTCS Contemporary Code Partner Group
- GTCS Professional Associations Liaison Group

- Scottish Negotiating Committee for Teachers
- Scottish Negotiating Committee for Teachers – Teachers’ Panel meeting
- Scottish Negotiating Committee for Teachers ASN Subgroup
- Scottish Negotiating Committee for Teachers Support Group
- Scottish Negotiating Committee for Teachers – Job Sizing Group
- Scottish Teachers’ Pension Scheme Advisory Board
- STUC and Scottish Parliament Labour Trade Union Group
- STUC and Scottish Parliament SNP Trade Union Group
- STUC Fair Work & COVID Group
- STUC Black Workers’ Committee
- STUC LGBT Committee
- STUC Public Services Affiliates Group
- STUC General Council
- STUC Equality Officers’ Network
- STUC Women’s Committee

UK/England

- Amnesty International Trade Union Network Committee
- Anti-Bullying Alliance Advisory Group
- AQA General Teachers’ Unions meeting
- Asbestos in Schools Group
- DfE Asbestos Steering Group
- DfE Flexible Working Advisory Group (FWAG)
- DfE Ministerial Stakeholder Group on COVID-19
- DfE Ministerial Stakeholder Group on Qualifications
- DfE Permanent Secretary’s Stakeholder Group
- DfE Programme of Talks
- DfE School and Academy Funding Group
- DfE Sustainability & Climate Change Working Group
- DfE Trade Unions Group on Special Educational Needs
- DfE Trade Union Working Group on Recruitment and Retention of Teachers
- DfE Advisory Group on the Working Lives of Teachers and Leaders Study
- Edge Policy Network
- Eduqas Teacher Associations meeting
- England and Wales Teachers’ Pension Scheme – Scheme Advisory Board
- Joint Council for Qualifications Teacher Associations meeting
- Joint Union Asbestos Committee National Hazards Committee
- Labour Research Department Board
- National Joint Council for Staff in Sixth Form Colleges
- OCR Trade Unions Meeting
- Ofsted Standing Group of Teacher Associations
- Ofqual Examinations Stakeholder Engagement Group
- Pearson Qualifications Teacher Associations Group
- Primary Umbrella Group
- Send My Friend to School Steering Group
- Special Educational Needs Consortium
- Standards and Testing Agency Teacher Associations meeting
- Traveller Movement – Education Steering Group
- TUC Disabled Workers’ Committee
- TUC Education Unions Group
- TUC Equality Officers’ Network
- TUC Executive Committee
- TUC General Council
- TUC Health and Safety Specialists Network
- TUC International Officers’ Meeting
- TUC LGBT+ Committee



- TUC Pensioners' Committee
- TUC Pension Specialists' Committee
- TUC Public Services Liaison Group
- TUC Race Relations Committee
- TUC Union Legal Officers' Network
- TUC Women's Committee
- Universities Council for the Education of Teachers

Wales

- Education Trade Union Partnership Group
- Education Workforce Council
- Education Workforce Council Learning and Progression External Stakeholder Group
- Estyn Stakeholder Group
- National Professional Learning Charter
- Qualifications Wales
- School Teachers' Pay and Conditions Partnership Forum
- Schools Social Partnership Forum
- Wales TUC General Council
- WTUC Unions and the World of Work Curriculum for Wales Group
- Welsh Government Managing Workload and Reducing Bureaucracy Group
- Welsh Government Education Union meeting
- Welsh Government – Exploring Reform of the School Year and Day

Other

- Education and Solidarity Network Board
- Education International & OECD 12th International Summit on the Teaching Profession
- Education International Development Cooperation Meeting
- ETUCE Executive Committee
- ETUCE Standing Committee for Equality
- OECD Education 2030 stakeholder meeting
- Trade Union Advisory Committee to the OECD
- United Nations Commission on the Status of Women

REPRESENTATION ON TRADE UNION CENTRES

TUC

Committee/Network

General Council

Michelle Codrington-Rogers

Patrick Roach

Executive Committee

Patrick Roach

Disabled Workers' Committee

Carol Wood

LGBT+ Committee

Michelle Codrington-Rogers

Stephen Dyer

Race Relations Committee

Michelle Codrington-Rogers

Patrick Roach

Andrea Welter

Women's Committee

Michelle Codrington-Rogers

Ruth Duncan

Sharon Calvert

TUC Aid

Michelle Codrington-Rogers

ICTU

Committee/Network

Executive Council

Ronan Sharkey

Justin McCamphill

Northern Ireland Committee

Justin McCamphill

Women's Committee

Shaunagh Devlin

Maxine Murphy-Higgins

Disability Committee

Raymond Beggs

Clive Bowles

LGBT Committee

Addele Lynas

Shaunagh Devlin

Youth Committee

Ronan Sharkey

STUC

Committee/Network

General Council

Mike Corbett

LGBT+ Committee

Nik James

Black Workers' Committee

Sara Medel Jiménez

Women's Committee

Tara Lillis

WTUC

Committee/Network

General Council

Angela Butler

Neil Butler



FORMATION, DISSOLUTION AND AMALGAMATION OF LOCAL ASSOCIATIONS

The National Executive approved the following changes to Local Associations:

Bournemouth, Christchurch, Poole and Dorset

The two negotiating Local Associations known as Bournemouth and Poole were dissolved.

The negotiating Local Association known as Dorset was reconstituted to cover boundaries based on the area covered by the former Dorset Local Association, excluding the Christchurch district.

A newly constituted Negotiating Local Association, Bournemouth, Christchurch and Poole, was formed with boundaries based on the area covered by the former Bournemouth and Poole Local Associations and the Christchurch part of the Dorset Local Association.

Lincolnshire

The five non-negotiating Local Associations, known as East Lindsey, Grantham and Sleaford, Holland, Lincoln, Stamford, were dissolved along with the Federation known as Lincolnshire.

A newly constituted non-negotiating Local Association, East Lincolnshire, was formed with boundaries based on the area covered by the former Local Associations of East Lindsey Local Association and Holland Local Association, as well as a small number of workplaces previously allocated to the Lincoln Local Association.

A newly constituted non-negotiating Local Association, South Lincolnshire, was formed with boundaries based on the area covered by the former Local Associations of Grantham and Sleaford Local Association, as well as Stamford Local Association.

A newly constituted non-negotiating Local Association, Lincoln, was formed with boundaries based on the area covered by the former Lincoln Local Association, except for a small number of workplaces allocated to the newly formed East Lincolnshire Local Association.

A newly constituted Federation, Lincolnshire, was formed with boundaries based on the area covered by the former Lincolnshire Federation, with the three newly formed non-negotiating Local Associations affiliated.