



ANNUAL CONFERENCE 2025

DRAFT PROVISIONAL AGENDA (BALLOTTED MOTIONS)

The first motion listed in each category will be placed on the Final Agenda as set business by the Standing Orders Committee when it meets on 26 February 2025.

The remaining 14 motions will be debated, following debate of set business in each session, in the order in which they appear in this document.

The titles of the motions are working titles and are therefore subject to change by the Standing Orders Committee prior to appearing on the Final Agenda.

EDUCATION

BEHAVIOUR AND SCHOOL SAFETY

Conference reaffirms its belief that where there is disruption and violence, teachers are prevented from teaching, and pupils and students cannot learn effectively.

Conference notes with concern the increasing reports from teachers and leaders of extreme pupil indiscipline, including incidents involving knives and other weapons.

Conference condemns the failure of the previous government to take teachers' concerns over rising levels of pupil and student indiscipline seriously, or to make clear that they had its full support in taking necessary action to secure and sustain positive pupil behaviour.

Conference further condemns the previous government for its refusal to put in place an effective post-pandemic recovery strategy that would have contributed to mitigating the ongoing pandemic-related behaviour issues that teachers and leaders continue to report.

Conference notes with profound concern the violent disturbances over the summer of 2024, instigated by far-right extremists, which brought distress and concern in towns and cities across the country. Conference is clear that the impact of these disturbances continues to impact school and college communities and places at risk the safety and security to which they are entitled.

Conference calls on the National Executive to work with the Government to:

- (i) ensure that staff in schools and colleges are clear that they have the unequivocal support of ministers in taking action to secure positive learner behaviour;
- (ii) reconvene the multi-stakeholder ministerial forum on school and college security, abolished in 2012, to support the work of schools and other agencies to keep learners and the workforce safe from physical and other forms of harm;

- (iii) strengthen the existing guidance on behaviour management to ensure 'no exclusion' policies are not legitimised across the education sector;
- (iv) introduce mandatory time for teachers to access nationally agreed CPD that is focused on behaviour management practice and strategies and
- (v) build more effective collaboration on behaviour matters between schools, and between schools and other children and young people's services.

(Executive)

CRISIS IN SPECIAL EDUCATIONAL NEEDS PROVISION

Conference notes the significant rise in pupils presenting with complex special educational needs and disabilities (SEND).

Conference further notes with concern the current pressures on provision within SEND/ASN/ ALN establishments due to oversubscription and the subsequent impact of this on pupils and staff in mainstream settings.

Conference calls upon the National Executive to campaign for governments and administrations to:

- (i) carry out research to quantify the current scale of under-provision for young people with SEND/ASN/ALN;
- (ii) develop a comprehensive strategy to plan for the future needs of SEND/ASN/ALN pupils and
- (iii) ensure that sufficient numbers of appropriately trained staff are available to support SEND/ASN/ALN provision.

(Durham)

FALSE AND MALICIOUS ALLEGATIONS

Conference reaffirms the importance of schools and colleges implementing effective policies to help keep all children and young people safe from abuse and neglect.

Conference is concerned, however, that too many teachers and leaders continue to be the subjects of malicious allegations by learners.

Conference is further concerned that teachers and leaders subject to allegations have little opportunity to secure meaningful redress when they are found not to have acted inappropriately and when allegations made against them are driven by malicious intent.

Conference notes that the impact of malicious allegations on teachers' professional lives and psychological wellbeing can be extremely damaging and long lasting.

Conference further notes that the impact of malicious allegations is to undermine the levels of trust in safeguarding practices on which the protection of children and young people depends.

Conference calls upon the National Executive to press governments and administrations to establish more effective expectations on schools on the management and investigation of malicious allegations, including ensuring that schools and colleges:

- (i) recognise the need to secure the anonymity and confidentiality of those subject to ongoing investigations;
- (ii) act on the principle that those subject to allegations are innocent until the allegations against them are substantiated;
- (iii) undertake timely, clear and rigorous investigations of any allegations made against individual members of school staff;
- (iv) remove references to allegations that have been found to be malicious from the records held by schools, colleges and employers;
- (v) can access more effective training on the management of allegations of abuse and
- (vi) put in place arrangements that ensure that no teacher or leader is forced to work in the same school or college attended by a pupil or student who has made a false or malicious allegation against them.

Conference reaffirms the longstanding NASUWT position that where a pupil making a malicious allegation against a member of NASUWT is not permanently excluded, the Union will support members in that workplace who wish for an industrial action ballot to refuse to teach the pupil.

(Executive)

SMALLER CLASS SIZES AND RATIOS IN EARLY YEARS AND PRIMARY SETTINGS

Conference notes that the latest education annual report by the Organisation for Economic Cooperation and Development (OECD), *Education at a Glance 2024*, found that, compared to 50 other nations, the UK spends 'well below' the average on early years education and that class sizes in UK primary schools are amongst the highest in the OECD.

Conference acknowledges that paucity of funding for early years education has an impact on future opportunities for children and young people.

Conference further acknowledges that large class sizes in primaries impact negatively on the quality of learning for pupils and are a significant contributing factor in excessive workload and working time.

Conference instructs the National Executive to:

- (i) campaign to highlight the benefits of smaller class sizes and
- (ii) work in partnership with governments and administrations to develop long-term plans to reduce maximum class sizes to 20 and increase funding for early years and primary settings.

(Durham, Newcastle Upon Tyne, North Tyneside)

EQUALITY

HEALTH CONDITIONS AND THE WORKPLACE

Conference commends the work of NASUWT in highlighting the issue of gendered health conditions and their impact on the workplace.

Conference particularly commends the work done to highlight and train members, reps, caseworkers and negotiators on issues such as: the menopause; endometriosis; adenomyosis and fibroids; and prostate cancer.

Conference asserts that there are many health conditions which have similar symptoms to menopause, or can be triggered by it, or arise at the same time.

Conference calls on NASUWT to:

- (i) expand its advice, guidance and training on gendered health conditions to include conditions affecting the heart and thyroid;
- (ii) campaign and bargain for greater gender-sensitive health and safety policies in the workplace;
- (iii) lobby governments and administrations to raise awareness of gender-specific health and safety issues in the workplace and
- (iv) work with all TUC bodies to raise these issues affecting teachers in the workplace.

(Executive)

BARRIERS TO PARENTHOOD

Conference recognises that many teachers in the UK are experiencing extreme challenges if they wish to have a child, such as:

- (i) prohibitive costs of suitable housing;
- (ii) lack of permanent contracts;
- (iii) management's expectation for teachers to take on extra workload;
- (iv) expensive childcare costs and
- (v) a level of maternity pay comparable with other professions.

Conference notes the effect of these challenges often means that teachers are forced to defer having a family, and this could lead to significant complications with pregnancy.

Conference calls on the National Executive to:

- (a) conduct research with members to survey the extent of this issue and
- (b) lobby governments and administrations to improve terms and conditions of service to support teachers in planning a family.

(Nuneaton and North Warwickshire)

HEALTH, SAFETY AND WELLBEING

TEACHER WELLBEING

Conference is concerned that not all workplaces have adequate facilities, resources and school support systems to support teachers with their wellbeing and mental health.

Conference notes that in the recent Big Question Survey data, 82% of teachers nationally said their job had adversely impacted their mental health.

Conference calls upon the National Executive to campaign to:

- (i) ensure all teachers have access to an Employee Assistance Programme and
- (ii) allocate time on the timetable for teacher wellbeing.

(Nuneaton and North Warwickshire)

PAY, PENSIONS AND CONDITIONS OF SERVICE

PPA TIME

Conference commits to campaign for an increase in planning, preparation and assessment (PPA) time to a minimum of 20%.

Conference recognises that the formula used to calculate PPA needs clarification in the STPCD.

Conference calls on the National Executive to:

- (i) campaign for a change to the wording in the STPCD from 'teaching time' to 'contact time';
- (ii) change the name of PPA to protected non-contact (PNC) and
- (iii) campaign for PNC to be calculated from a school's complete timetabled contact time.

Conference further calls on the National Executive to campaign for an increase in PPA time to at least 20% for all teachers in state-funded education establishments, with full government funding to support this increase.

(Hull, Newcastle Upon Tyne, North Tyneside, Sunderland)

PROTECTING TEACHERS' PENSIONS

Conference recognises the vital importance of secure, sustainable and accessible pension schemes for all teachers and is deeply concerned at a number of threats to the schemes.

Conference notes several difficulties facing Teacher Pension Schemes across the UK, including:

- (i) the growing number of independent schools who force their staff to opt out and join alternative pension schemes;
- (ii) academy trusts that offer differential salaries for staff who opt out of the Teacher Pension Schemes and
- (iii) the difficulties in resolving queries encountered by members who contact

Teacher Pension Schemes across the UK.

Conference calls upon the National Executive to continue to campaign vigorously and take action, up to and including industrial action, in schools where teacher membership of Teacher Pension Schemes across the UK is under threat.

Conference further calls upon the National Executive to lobby governments and administrations to:

- (a) ensure that all teachers are entitled by law to be members of their respective national Teacher Pension Schemes;
- (b) no longer outsource the administration of national Teacher Pension Schemes and
- (c) require employers to enable teachers withdrawn from national Teacher Pension Schemes to opt back into their respective scheme on their original terms, covering gaps in service as necessary.

(Aylesbury, Oxford City, South West Oxon)

PAY

Conference applauds members who have campaigned tirelessly to achieve the first above-CPI inflation pay award in 14 years in England.

Conference condemns the erosion of teachers' pay in England over that period of time and asserts that pay restoration has not been achieved.

Conference calls upon the National Executive to:

- (i) continue to campaign for pay restoration in England;
- (ii) consider further national balloting of members in England and
- (iii) set a clear framework of working with the Government with a view to establishing how pay restoration can be achieved.

Conference further calls upon the National Executive to:

- (a) share the historical pay award and inflationary pressure information from the NASUWT evidence to the School Teachers' Review Body (STRB) relating to

- the erosion of teachers' pay in England since 2010 and
- (b) use this data to inform a consultation process with members on whether to accept or reject pay offers.

(Durham, Newcastle Upon Tyne, North Tyneside)

FIGHTING FOR NATIONAL PAY AND CONDITIONS OF SERVICE FOR ALL TEACHERS IN STATE-FUNDED SCHOOLS

Conference calls upon the new Labour Government to put in place a national workforce plan for all state-funded schools that will address the recruitment and retention crisis and build an inclusive, diverse and representative teaching profession.

Conference strongly asserts that the quality of an education system cannot exceed the quality of its teachers and leaders and the pay, terms and conditions afforded them.

Conference calls on the National Executive to lobby the Westminster Government to:

- (i) require all state-funded schools, including academies and free schools, to follow all the provisions within both the School Teachers' Pay and Conditions Document (STPCD/Blue Book) and the Burgundy Book (National Conditions of Service for Teachers in England and Wales) as a minimum;
- (ii) require all state-funded schools to offer a flexible working week for teachers within the STPCD;
- (iii) build social partnership with the recognised workforce trade unions and employers, and strengthen collective bargaining rights to improve the current pay and conditions provisions for teachers and school leaders;
- (iv) require all state-funded schools, including academies and free schools, to recognise trade unions for the purpose of collective bargaining and
- (v) require all state-funded schools, including academies and free schools, to contribute to local authority facility time arrangements.

(Executive)

CAMPAIGN TO ENSURE TEACHERS' TERMS AND CONDITIONS ARE MAINTAINED

Conference notes with concern that over the course of the last few years, members of NASUWT have increasingly had to fight employers intent upon degrading their terms and conditions, most notably regarding membership of the Teachers' Pensions Scheme (TPS), through so- called 'fire and rehire'.

Conference reasserts that Teachers' Pension provision is a key part of the remuneration package for teachers and is crucial to the recruitment, retention and motivation of the teacher workforce.

Conference also reasserts that the TPS should continue to be a defined benefit (DB) public service pension scheme, providing security and certainty over benefits in retirement.

Conference further reasserts that all teachers, irrespective of their setting or employer, should have access to the TPS – with no detriment to their pay and conditions of service arising from enrolment in the scheme.

Conference condemns all employers which have incentivised opt-outs from the TPS.

Conference pays tribute to all members who have successfully fought, through industrial action and at the employment tribunal, to maintain their terms and conditions, including those in the independent school sector who have courageously taken industrial action to defend their pensions in recent years.

Conference welcomes the UK Government's pledge to end 'fire and rehire' practices under the Employment Rights Bill.

Conference, however, notes with concern that due to the Government's need to consult on the Employment Rights Bill first, most reforms in it will not take effect until at least 2026. This gives less scrupulous employers time to carry on engaging in the practice of 'fire and rehire'.

Conference calls upon the National Executive to:

- (i) continue to utilise all available means to defend teachers' terms and conditions, including regarding access to the TPS;
- (ii) lobby the Government to ensure the provisions within the Employment Rights Bill are not watered down during the consultation period;
- (iii) press the Government and the Pensions Regulator to take action to prevent state-funded schools, colleges and universities from inducing or incentivising opt-outs from the TPS;
- (iv) press for reforms to the Teachers' Pension Scheme Regulations, Agency Workers Regulations and the Pensions Auto-enrolment Regulations, to ensure that all supply teachers, irrespective of the nature of their employment, are enrolled in the TPS and
- (v) campaign for legislative changes to compel all employers to continue to pay the TPS employer pension contribution when an employee has opted out of any of the national Teacher Pension Schemes.

(Executive)

FAIR PAY FOR SUBJECT LEADS AND WHOLE-SCHOOL RESPONSIBILITIES

Conference notes that both subject leadership and whole-school responsibilities, such as curriculum planning, safeguarding, SEND coordination, and staff development, require significant expertise and additional workload.

Conference is aware that:

- (i) many teachers in primary and special schools, despite holding key subject or whole-school responsibilities, are often not awarded a Teaching and Learning Responsibility (TLR – England and Wales) payment or Teaching Allowance (TA – Northern Ireland);
- (ii) a significant pay gap exists between primary and secondary staff, with primary teachers frequently underpaid for comparable roles and
- (iii) the underpayment of primary teachers may reflect a gender pay gap, given that primary education has a higher proportion of female staff.

Conference calls upon the National Executive to:

- (a) challenge the systemic underpayment of primary and special school staff by

- failure to apply the criteria for the award of TLRs and TAs, emphasising the importance of addressing potential gender pay gap implications and
- (b) advocate for transparent, fair and consistent allocation of TLR payments by employers across all settings to ensure that all staff with additional responsibilities are adequately compensated.

Conference further calls upon the National Executive to campaign for a fair recognition of primary teachers' workload and responsibilities, and to establish a mechanism to ensure equitable TLR and TA payments for primary teachers, ending the pay disparity between primary and secondary sectors.

(Hull, Mid Ulster)

THE RIGHT FOR TEACHERS TO BE ABLE TO ACCESS SABBATICALS

Conference calls for the introduction of employment policies that support the wellbeing of teachers by providing the opportunity for educators to engage in activities that support their mental health and wellbeing.

Conference asserts that opportunities for personal and professional development are extremely important within the education workforce. Following a time of immense change, flexibilities within employment practices are needed now more than ever before.

Conference highlights the recruitment and retention issues being faced by the teaching profession, often driven by the high levels of stress and anxiety present in the profession.

Conference believes that a teaching workforce being offered the opportunity to take sabbaticals may see an improvement in recruitment and retention into the profession.

Conference further believes that mental health and personal wellbeing needs to be at the forefront of policy development and employment practices in the teaching profession.

Conference considers that workplace flexibilities, such as sabbatical leave, are more widely offered by supportive employers across many professions.

Conference calls upon the Government and employers to introduce policies that allow teachers to take a period of sabbatical leave.

Conference calls on the National Executive to:

- (i) communicate the advantages of paid sabbaticals for the health and wellbeing of teachers;
- (ii) pursue sabbaticals as a key employment entitlement for all teachers in every teaching establishment and
- (iii) relay the benefits to the whole education system of the right to paid sabbaticals in terms of recruitment and retention into the profession.

(Executive)

TEACHERS AND ADDITIONAL CURRICULAR ACTIVITIES

Conference condemns the pressure put on staff to run voluntary activities after school or in the holidays.

Conference considers that such practices have a significant negative impact on teacher wellbeing/welfare and a negligible effect on student outcomes.

Conference calls on the National Executive to:

- (i) campaign to ensure that teachers are aware of their rights, and employers of their responsibilities, around extra lessons or additional curricular activities and working outside the regular pupil sessions and
- (ii) commission research into the negative effect on teacher health and wellbeing/welfare that extra sessions cause.

(Leicestershire)

SOCIAL, ECONOMIC AND INTERNATIONAL

TEACHER RETENTION IN AREAS OF DEPRIVATION

Conference notes that many schools are facing challenges with anti-social behaviour, and some pupils are struggling with social, emotional and mental health issues.

Conference further notes that these issues are exacerbated in areas with high levels of poverty and deprivation, leading to increased challenges of teacher retention and adversely impacting pupil outcomes.

Conference calls upon the National Executive to lobby governments and administrations to:

- (i) improve teacher retention in schools with high levels of deprivation through incentives to retain teachers in schools and
- (ii) develop specific resources to support members working in challenging workplaces.

(Aylesbury, Oxford City, South West Oxon)

CHALLENGING FAR-RIGHT AND POPULIST MOVEMENTS

Conference notes that far-right and populist movements have significantly shifted their means of recruitment away from more traditional means and onto a variety of social media, messaging and online gaming platforms.

Conference acknowledges that far-right and populist movements are appealing to young people's disaffection with life – using a range of conspiracy-based narratives including misogyny, racism, anti-immigration and classist tropes, among others.

Conference further acknowledges that as teachers and teacher trade unionists, we are uniquely placed to identify and challenge far-right attempts to recruit and organise pupils and students.

Conference instructs the National Executive to:

- (i) work with teachers across the UK and internationally to assess the risk that

- far-right and populist movements pose to young people;
- (ii) conduct research into the impact of the far right in the education system and the effects upon pupils and teachers;
 - (iii) continue to work with similarly minded trade unions to share common experiences of challenging far-right and populist narratives;
 - (iv) work with governments and administrations to identify how far-right and populist movements gain access and communicate with young people;
 - (v) work with governments and administrations to support teachers in challenging far-right and populist narratives presented to young people and
 - (vi) share anti-far right initiatives widely with the membership.
- (Newcastle Upon Tyne, North Tyneside, Nuneaton and North Warwickshire)

TRAINING, RECRUITMENT AND UNION ORGANISING

GUARANTEED FACILITY TIME/TIME OFF FOR TRAINING

Conference declares that the provision of facility time is crucial to the successful running of NASUWT and helps resolve issues at the lowest possible level in workplaces.

Conference asserts that achieving a Better Deal for Teachers must recognise the essential role that NASUWT Workplace Representatives play in union renewal and growth. Access to facility time must remain a key campaigning action.

Conference notes with concern that the current fragmentation of education presents distinct challenges in terms of how we organise and represent members in schools and colleges.

Conference welcomes the commitment from governments to enhance workers' rights and improve conditions in workplaces across the country through new employment rights legislation, including the expansion of rights for trade unions.

Conference calls upon the National Executive to continue to lobby governments and administrations to ensure that NASUWT activists have a statutory entitlement to time off for trade union duties, as outlined in Acas Codes of Practice, and to have guaranteed facility time, including time off for training for all elected representatives.

(Executive)

ACADEMY ACCOUNTABILITY

Conference asserts that the Westminster Government needs to better regulate education, increasing transparency to ensure school and trust leaders are more accountable for the organisation of academies and their professional conduct.

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

- (i) require effective regulation of academy trusts;
- (ii) prevent excessive executive pay in publicly funded education and

- (iii) mandate the employment of all teachers under the STPCD.

Conference further calls upon the National Executive to:

- (a) advocate for the establishment of Joint Negotiating Committees in all academy trusts, promoting effective negotiation and consultation on policy and practice changes;
- (b) identify academy trusts with existing Joint Negotiating Committees and
- (c) facilitate the sharing of best practices in negotiation and consultation across educational institutions.

(Durham, North Tyneside, Sunderland)

EXPLOITATION OF TEACHERS IN THE EARLY STAGES OF THEIR CAREER

Conference commends NASUWT and the support and training offered to teachers at the start of their careers.

Conference notes the rising number of teachers who are being exploited during their induction years.

Conference further notes the reports of inadequate support during induction years, with teachers being informed that they are failing their induction programme and being placed on support plans.

Conference notes with alarm the cases of reported bullying and discriminatory practices by school leaders and the diverse and inconsistent nature of induction programmes.

Conference asserts that all teachers deserve the best training, equality of opportunity and a level playing field when starting their career.

Conference calls on the National Executive to:

- (i) campaign for a statutory framework for teacher induction which must apply to all educational and training establishments;
- (ii) expand the current NASUWT training provision for teachers at the start of their

- career to include equalities, discrimination and employment rights;
- (iii) produce guidance to better inform teachers about their employment rights and the duties of their employers and
 - (iv) ensure that NASUWT is viewed as The Teachers' Union and the union of choice for all new teachers and ECTs.

(Executive)