



NASUWT
**ANNUAL
REPORT
2020**





Michelle Codrington-Rogers,
President

FOREWORD FROM THE PRESIDENT

If there was one word that could define 2020, one word that has in fact become synonymous with 2020, then that is 'unprecedented'. It's a word that has been recycled across countless news stories, interviews and briefings since the pandemic hit our shores last March.

But I think there's a word that even better encapsulates the outstanding response of millions of teachers around the world. Our members across the UK and wherever else they are in the world, NASUWT staff, our activists, workplace reps and caseworkers, as well as our brothers and sisters in other unions across the world – that word being 'resilience'.

At a time of national crisis, our members and our union came together as one to help keep the country running. We embraced technology, not just as a method of teaching when schools had to close, but to engage with one another. As schools were challenged to make workplaces 'COVID-secure', governments of all nations 'followed the science' and came up with a patchwork quilt of education policies; while learners,

families and whole communities struggled to make sense of ever-changing rules and regulations. As people everywhere balanced their concerns about the virus, with equally-valid concerns about the impact of the lockdown, the resilience of teachers was a shining light in an otherwise dark year.

The sheer impact of 2020 on all our lives, but particularly on teachers, opened up new conversations that might have otherwise never happened. We understood the challenges that teaching staff, schools and colleges were facing, and why it was more important than ever that education facilities had strong union representation - both locally with 'boots on the ground', as well as regionally and nationally - successfully lobbying governments and local authorities for positive change.

Before the pandemic, our members were already raising concerns around issues like mental health, workloads, pensions and the treatment of supply teachers. These issues didn't disappear when the pandemic struck - they were in fact ever more important and we had to pivot to address them within the context of COVID-19. Members across the world have battled to highlight these concerns, preserving and improving their rights – and we have backed you all the way.

We knew the challenges facing our members meant our communications had to be constant from Zoom calls to virtual conferences, online training courses and snap surveys. We didn't just want to focus on the negatives either. Where we saw an example of a school or college really going above and beyond for the safety of their staff, pupils and students, we wanted to know exactly how did they do it - so we could help other employers learn from their success.

The pandemic also opened up a new national conversation around the important role teachers play in society. I think most parents who

experienced remote learning for the first time, and certainly those I've spoken with, now have a slightly different perception about what it takes to do the job. I also hope that this new empathy, and the transparent conversations that followed, will remain once we move to a post-pandemic 'new normal'.

Despite the pandemic, our fundamental approach has not changed. We are a proudly pragmatic union that understands when to challenge employers and governments, and when to work alongside them. Everything we do aims to not only help the individual but ensure rights are boosted for all workers – and 2020 was no different.

During my term as President, I was determined that we would continue to build an NASUWT that is fit for the 21st century, embracing technology and constantly finding new ways to engage with our members. I can confidently say we've risen to this challenge too, although not in anything like the circumstances I would have chosen.

We have also remained committed to our goal of improving

representation within the union, understanding the challenges and meeting the needs of individual teachers. We saw our membership grow by more than six and a half thousand during 2020, providing a greater voice and more support for teachers across the UK and beyond. And our voice was prominent throughout the pandemic – ensuring the concerns of teachers remained visible, from the local school to the national stage.

We couldn't have done this without our members on the frontline, our lay activists, our staff, local associations, nations, regions and the National Executive, all working together. The NASUWT belongs to everyone and it's that collective effort that has ensured teaching professionals have not been forgotten during the pandemic.

And, of course, we cannot forget the outstanding leadership of our new General Secretary, Dr Patrick Roach. He faced a baptism of fire when he joined in April, but has worked relentlessly in difficult circumstances to challenge inequality and unfairness, and work with employers and governments to get the best results for teachers.

2021 will undoubtedly bring many of the same challenges – and some new ones – but considering how we rose to our greatest challenge, I have every confidence we will continue to rise as we move into a new era.



AT A TIME OF NATIONAL CRISIS, OUR MEMBERS AND OUR UNION CAME TOGETHER AS ONE TO HELP KEEP THE COUNTRY RUNNING.



RESPONDING TO COVID-19

Throughout most of 2020, teachers and educational settings across the UK, the Channel Islands, the Isle of Man and Gibraltar have been wrestling with the challenges created by the COVID-19 pandemic. This has meant that, in all areas of our work, we have focused on securing approaches to educational provision that keep teachers, leaders and the wider education workforce safe but also recognised the extraordinary pressures they continue to face in their professional and personal lives.

Our members throughout the year focused on the importance of ensuring that the most effective arrangements possible were in place to provide candidates with the grades they deserved, while protecting teachers and leaders from increasingly unmanageable burdens. Recognising the potential impact on our members, the NASUWT was the first trade union to publish bespoke advice and guidance for members on the emerging virus.

Disruption caused by the pandemic also had profound implications for pupils and students, their education and emotional wellbeing, as schools and colleges were closed

from March 23rd for the majority of pupils and students. Teachers and head teachers continued to deliver, working creatively, despite a lack of clear guidance from government.

Providing Advice & Guidance

One of the key issues that arose early in the pandemic was the significant lack of risk assessment expertise in schools, in every part of the UK. The NASUWT produced extensive guidance on how comprehensive risk assessments should be developed, the consultation requirements, involvement of Health and Safety Representatives and the need for

regular reviews. We also hosted a series of webinars, delivered nationally and regionally, which went through the process in detail.

In addition, we secured an enhanced role for the HSE in inspection visits to thousands of schools and colleges.

As the pandemic continued, our advice and guidance expanded to cover a wide range of critical issues, from the delivery of school transport and parents' evenings, to the operation of early years settings and outdoor education centres and the impact of the pandemic on referral rates to alternative and special settings.

Restrictions on the ability for pupils and students to receive on-site education throughout the year resulted in expectations on schools to develop and implement remote education and blended learning offers at very short notice. The ingenuity, professionalism and skill of our members allowed for the rapid establishment of remote education offers, which supported the continuity of learning for pupils and students in extremely challenging circumstances.

The NASUWT published comprehensive advice and



guidance for members on strategies for the implementation of these offers. Guidance highlighted ways in which remote learning could be delivered safely and manageably in a way that respected the data protection and privacy rights of staff, pupils and students - and with the highest possible standards of educational effectiveness.

Another issue that quickly emerged during the pandemic was around teachers' mental health and wellbeing, particularly through the lockdown periods. This led us to

review our mental health and work-related stress toolkit and produce detailed guidance for teachers having to work from home under lockdown conditions.

Challenging the Authorities

At several times during the year, our interpretation of the emerging scientific evidence, along with the experiences of our members, put the NASUWT at odds with government policy and with key decisions taken by ministers. This came to a head with government

claims around teachers being at no more at risk of contracting the virus than other key workers or professions – a premise that was fiercely challenged by the NASUWT.

We met several times with the UK's Chief Medical and Scientific Officers, as well as with Scotland's Deputy Chief Medical Officer as part of the COSLA Working Group, the Welsh Government's Technical Advisory Group and the Department of Education, employing bodies and the Public Health Agency in Northern Ireland.



We used these opportunities to challenge the government's position, particularly on access to vaccinations, the impact of the pandemic on teachers' workloads and the need to take more effective action to address the needs of the most vulnerable and disadvantaged pupils and students.

Our approach included examining additional data, obtained through freedom of information requests; putting pressure on governments and employers to improve protections for clinically vulnerable teachers that were at higher risk from the virus and those coming into contact with learners that have additional support needs; and stepping-up the provision of suitable technology and affordable internet connectivity to those in need of it.

We put governments and employers on notice of their legal duties to ensure the safety of the workforce and committed to taking action in the face of employer negligence.

With many employers, including some of the largest multi-academy trusts, the NASUWT had substantial success in securing additional protections. This included improvements in risk assessments, and better support for pregnant staff in the third trimester.

The NASUWT also challenged the continuation of existing models of school accountability in light of the impact of COVID-19. When routine inspections were suspended across the UK, we continued to press for resources to be redirected towards supporting schools and colleges to manage the consequences of the pandemic, including their arrangements for ensuring the health, safety and welfare of staff and learners. We also challenged government to mobilise Equality Impact Assessments, considering the potentially increased impact of the virus on black and minority

ethnic teachers. The government's refusal to publish details of EIAs remained of critical concern to the union.

In England, the DfE suspended performance tables and statutory assessments for 2020 and, following our representations, performance tables were also suspended for 2021. Some school level indicators, including those relating to attendance, were set to continue and we called on Ministers to address this and to reverse proposals to continue with most statutory national curriculum assessments in 2021. A U-turn on this was finally made in January 2021, with all key statutory primary assessments being withdrawn. We also called for an independent public inquiry into the handling of the government's COVID-19 response.

Supporting Supply Teachers

The pandemic had considerable implications for those completing initial teacher education and meeting induction or probation requirements, but the NASUWT secured arrangements to ensure no teacher in training or new teacher would be disadvantaged by COVID-related disruption. Training providers were given the flexibility to continue to award Qualified Teacher Status, even though many trainees were unable to complete all aspects of their training because of COVID-related disruption.

The pandemic also highlighted the importance of supply teachers and shone a spotlight on the growing casualisation of work and a system that ultimately benefits agencies and umbrella companies at the expense of committed supply teachers. We continued to campaign on behalf of supply teachers, making representations to Westminster and the devolved administrations, highlighting the increased financial uncertainty

many supply teachers have faced. The NASUWT was the first to speak out on this issue publicly.

As the pandemic started to take its grip, the NASUWT published detailed advice and guidance for supply teachers, including the Coronavirus Job Retention Scheme (CJRS) and access to furlough for supply teachers. This continually evolved, to include the situation for supply teachers employed through an umbrella company and issues around payment for a period of school closure – elements of the CJRS that were revised following representations by the NASUWT. Further advice and guidance, including a comprehensive set of FAQs, was produced to reflect further iterations of the scheme, such as flexible furlough, and increased employer contributions.

Additionally, as schools looked to wider re-opening from September 2020, the NASUWT produced extensive guidance for supply teachers in respect of health and safety considerations, including those for supply teachers who are disabled. We also hosted a series of webinars, delivered nationally and regionally, which went through the process in detail; as well as providing an update on the work of the union in respect of supply teacher members.

In light of this, the NASUWT met numerous times with DfE officials and officials in the devolved nations, to spotlight the concerns of supply teachers and push for an end to a broken labour market that benefits supply agencies and umbrella companies at the expense of committed supply teachers. As such, the NASUWT has advocated for a better deal for supply teachers, writing to local authorities and employers as part of a campaign aimed at the greater use of direct employment, as well as employment through local authority pooled supply for supply teachers.

HOW WE FOUGHT FOR MEMBERS

LAUNCHED AN ONLINE CORONAVIRUS HUB



housing health and safety, remote learning, mental health and financial support advice for teachers.

HOSTED WEBINARS



providing practical guidance on conducting risk assessments and other health and safety issues.

DEVELOPED DEDICATED RESOURCES



to support remote and blended learning and risk assessments.

LOBBIED GOVERNMENTS



to provide technology for the most vulnerable learners.



ENSURED THE SUSPENSION

of school performance measures throughout 2020 and 2021.



PUBLISHED GUIDANCE

on everything from operational procedures, to school transport and parents' evenings.

MEMBER ADVOCACY



with the UK's Chief Medical and Scientific Officers and senior government advisors in all devolved nations.



SECURED FURLOUGH PAYMENTS

for supply teachers employed through agencies.

PUT PRESSURE



on governments and employers to improve protections for clinically vulnerable teachers.



BROKE THE LINK

between teachers' pay and performance.





BEING THERE FOR OUR MEMBERS

Throughout all the trials and challenges presented by COVID-19, the NASUWT worked hard to be there for our members when they needed us most. By the end of 2020, our in-house teams and lay activists had dealt with hundreds of thousands of individual queries as more and more teachers reached out for the support of the NASUWT.

As the COVID-19 pandemic led to the closure of schools and the first national lockdown, it triggered a period of heightened anxiety across the entire teaching workforce. Uncertainty, trepidation and fear understandably spread across the country, as our members found themselves facing both personal and professional challenges that nobody could have predicted.

The NASUWT's own staff were not immune to the knock-on impact of the virus, but we quickly realigned our resources to continue to provide support and advice to members throughout the pandemic. Our teams provided dedicated advice around

the pandemic and its developing impact on teachers - while continuing to support our members on non-COVID related workplace issues and providing extra support to new workplace, health and safety, and casework reps coming on board in challenging times.

Inspiring the next generation

The NASUWT's traditional summer seminar programme for newly qualified teachers (NQTs) had to be abandoned but was replaced by a series of 20 'developmental webinars' throughout the summer. Our webinars were accessed

more than 2,000 times by NQTs and covered areas like behaviour management, the impact of stress on the voice and e-safety, as well as the wider impacts of COVID-19 on the workplace.

In the autumn, we launched a series of follow-up webinars, which included managing trauma in pupils and students, looking after the voice and mental health in the winter months, remote and blended learning and time management for teachers. It also included a Q&A panel featuring high profile educational experts answering questions posed by our NQT members.

Meeting the Recruitment Challenge

Although the impact of the pandemic undoubtedly played a role in driving interest in union membership among teachers, it also created significant challenges. Despite the traditional programme of face-to-face meetings, presentations and events being abandoned and replaced with

a recruitment programme that was delivered wholly online, the NASUWT continued to achieve significant membership growth throughout 2020.

Membership rose thanks to the outstanding services, support and reputation of the union, together with a series of national, regional and locally-driven initiatives, including:-

- **Recruit a friend** - this scheme continued to be a popular recruitment incentive, with more than 1,400 current members recruiting in excess of 1,800 new members during the course of 2020.
- **The Student Hub** – the NASUWT created a dedicated area on our website [www.nasuwt.org.uk/studenthub] to ensure that pupils and students could access online presentations, attend virtual meetings and access information remotely, to find out about the benefits of union membership and take part in activities to prepare themselves for the world of work.

- **Why NASUWT? video** – a new 2020 video on why students should join the NASUWT was created, shared with educational partners and on social media and uploaded to the Student Hub website.
- **Membership offers** – our Student Hub provides access to a host of resources for members and non-members, including videos and e-guides covering areas like e-safety, remote learning and tips on managing pupil behaviour from other recently qualified teacher members. It also includes special membership offers and access to member-only content.
- **E - publications** – the NASUWT developed a suite of online publications for new members in 2020, including the **Starting Out** guide and the **2020 Induction Planner**.
- **Online joining** – to complement our virtual engagement activity, we also introduced a dynamic online joining process for students, mirroring the process used by qualified teachers to select the NASUWT as their Union of choice.

SUPPORT IN DIFFICULT TIMES

During the pandemic, the NASUWT Benevolence Service has been providing support for members and their families facing financial hardship.

- Open to any member via their Regional Centre in England and their National Centres in Northern Ireland, Scotland and Wales.
- Dedicated Benevolence Visitors who will assist in completing an application form, with additional support from our Legal and Casework Team.
- Supports members following a chronic illness, bereavement, an accident or loss of employment through dismissal or redundancy.



RISING TO THE CHALLENGE



2020 began as any other year, with the NASUWT's training programme in full swing across all regions and nations, until 23 March saw the immediate suspension of all courses as the UK's lockdown took effect.

As the pandemic unfolded, it became apparent that the impact on training and development was likely to continue into the next academic year, with growing concerns around the impact of a lack of training opportunities for members. These concerns spanned both union-related training – courses for workplace reps, health and safety (H&S) reps and those delivering the NASUWT's casework function – but also the wider training offer for our members across the regions and nations.

Our National Training Committee responded with a series of online courses during the summer term, with a focus on programmes for new activists and on how to manage the COVID-19 response. Fast-track courses were developed for workplace and health and safety reps, with additional content covering the necessities for operating COVID-secure workplaces. We also offered discrimination courses for members

who wanted to gain their NASUWT casework accreditation and just needed to complete the final course to secure it, along with evening webinars on **Equality in the Workplace**.

The new summer courses were so well attended, they continued to be delivered through the autumn term and by the end of the year, the NASUWT had trained hundreds of new representatives in casework and health and safety. We also noticed an increase in the percentage of female members accessing training and our online courses also made it easier for disabled members to access the programmes.

During the period of the pandemic, we received unprecedented interest from members wishing to receive the necessary training to become workplace reps, so a new online course was developed, which also provided a refresher for those previously elected and

wishing to update their skills. The new introductory course was such a success that the Trade Union Education & Training Committee (TUETC) agreed to extend the programme to enable all attendees to gain their full accreditation – a move that resulted in the training of hundreds of new workplace reps, almost matching the 2019 figure, despite the initial interruption in provision.

New Horizons

The COVID-19 pandemic had, and continues to have, a hugely detrimental impact across the education sector, throwing up challenge after challenge for our members across the UK and beyond. However, the collective response from the teaching profession as a whole, and our teams right across the NASUWT, has also been immense.

The pandemic has been a catalyst for a training and development revolution, which has seen the NASUWT rapidly developing and delivering our own courses. These programmes were all tailored to the needs of our activists and members and offered via virtual platforms, such as Zoom, to all members throughout the UK.

Such rapid change has not been without its challenges, including the availability of tutors with experience of delivering virtual training. But initiatives that allowed multiple NASUWT tutors to 'shadow' some of the early online courses and a regular e-bulletin providing tutor updates, along with the development of a comprehensive **Tutors' Guide** have all contributed to the effective delivery of the new NASUWT programme.

The NASUWT's National Executive took this a step further and agreed to a new approach to quality assuring our education and training offer by developing our own success criteria. This has enabled us to deliver tailored courses that specifically address the needs of the union, as well as providing our members and activists with the skills they need to carry out their roles effectively and meet their own career aspirations.

We now have a more resilient platform, enabling our regions and the NASUWT's National Training Committee to develop and roll out their own training programmes in 2021.

CASE STUDY



Shini Mahendran
Workplace Representative

Shini Mahendran knows all about the benefits experienced teachers can bring to schools – being the fourth generation of teachers in her family.

"Teaching is in my blood," said Shini, who teaches Year 5 pupils in West London. "Two of my great-grandparents were teachers, my grandfather was a headmaster in Sri Lanka, and my grandmother and mother were teachers. One of my sisters is a teacher and the other is a teaching assistant.

"I am truly passionate about teaching. I couldn't do any other job. Teaching is so rewarding, challenging and enjoyable."

Shini's first step was to volunteer at her children's school, helping with reading, cookery lessons and school trips, and running a maths booster class. She then studied to become a qualified teacher and later completed a master's degree in mathematics. She has worked in primary schools for more than 13 years.

A proud NASUWT member and workplace rep, Shini feels that experienced teachers bring a wealth of knowledge and expertise to their roles.

"We can offer more in terms of classroom management, behaviour management and also advice on how to handle parents," she said. "We can help younger teachers and share all of our ideas. No matter how experienced you are, you can always learn."

Shini is one of the dedicated teachers featured in our **Celebrating Experience** campaign.



FIGHTING ON PAY AND PENSIONS

2020 focused heavily on giving evidence to the School Teachers' Review Body (STRB), and the Independent Welsh Pay Review Body (IWPRB).

Our submissions in England and Wales focused heavily on the need to provide certainty to experienced teachers over their pay and the importance of restoring national pay scales. The review body accepted our evidence on several key issues, recommending the retention of the upper pay range and the current provision that upper pay range teachers do not have to take on additional duties. The STRB also recommended the restoration of national pay points, which are identical to the NASUWT's national pay scales, to give certainty to experienced teachers over their pay and career progression.

During the autumn term, the NASUWT focused on ensuring that all teachers received the pay award in full and that all schools adopted our national pay scales, with evidence indicating that our campaigning was proving to be successful.

We also continued to negotiate to remove performance related pay progression from academy trust pay policies. By the end of the year, seven large national multi-academy trusts (MATs), employing thousands of teachers, had agreed to implement this approach, with several more agreeing to award automatic pay progression in 2020/21.

We also responded robustly to the Chancellor of the Exchequer's 'pay pause', saying this was a slap in the face for teachers and other key workers who kept the country going during the pandemic.

Taking a Stand on Pensions

Having refused to sign up to the UK Government's 2010 – 2015 public service pension scheme reforms, arguing that proposed changes to the Teachers' Pension Scheme (TPS) in 2015 were discriminatory, the NASUWT welcomed The Court of Appeal ruling in 2020 that the proposed reforms were unlawful.

The 'McCloud Judgment' was followed by the UK Government's proposed remedy in the summer. The remedy was condemned as wholly inadequate by the NASUWT, as it didn't remove the overarching age discrimination in the TPS which committed younger teachers to a higher pension age and saw all teachers moving to the 2015 scheme, with the higher pension age, on 1 April 2022. We also opposed the proposal for all teachers to meet the cost of the remedy – a cost that arose from a legal judgment which the government lost.

We continued to negotiate with the DfE, the Scottish Government and the Northern Irish Government over the remedy and met regularly with the Treasury, the Cabinet Office and the TUC on the issues common to all public service pension schemes. However, an emerging priority was to ensure that teachers' pension provision shouldn't be detrimentally affected by the coronavirus pandemic.

In the spring, we made representations to Ministers for additional resources to ensure that key and critical services for serving and retired teachers would continue to be delivered during

the pandemic. This was achieved in all UK nations, with pensions, payroll, the processing of summer term retirement applications and payment of death and family benefits being processed on time.

We responded quickly to support members when employers attempted to erode pension rights by removing teachers' access to the Teachers' Pension Scheme.

BACKING MEMBERS IN THE FIGHT FOR PENSION RIGHTS

A dispute arose following a decision by Westholme Independent School in Blackburn to withdraw its staff from the Teachers' Pension Scheme (TPS) from September 2020. Although not recognised by the employers, the NASUWT sought to engage with school management, in order to defend our members' terms and conditions.

Our negotiators were hampered by hostility to union organisation and a series of intimidatory tactics, which

included dismissing our members and re-engaging them on new contracts. However, after lengthy talks, sustained negotiations and 13 days of strike action, our members agreed to settle the dispute in January 2021, with the following agreements in place:-

- A provision of two pension schemes, including the ability to remain in the TPS
- An increase in the employer contribution and an extension of the implementation date

CASE STUDY

- A 4% pay rise, effective from January 2021

The school also provided commitments to signing a Trade Union Recognition Agreement, establishing a review of teachers pay with a 'no detriment' clause and an annual review of finances with potential for a full return to the TPS in the future.



The COVID-19 pandemic further highlighted the differences in devolved approaches to both healthcare and education across Scotland, Wales and Northern Ireland. To ensure our members were kept abreast of the latest issues, the NASUWT regional teams worked tirelessly to ensure they shared accurate government and local authority advice, and challenged the respective authorities if they were failing to protect teachers, pupils and students.

Responding to COVID-19 challenges

Across Scotland, Wales and Northern Ireland, we took every opportunity to raise with government and others the disproportionate impact of the virus on vulnerable groups and the urgent need to address inequality.

Scotland

In Scotland, we worked – and continue to work – closely with the Scottish Government, employers, sister trade unions and other national stakeholders via the Education Recovery Workstreams. As well as providing written and oral evidence to the Scottish Parliament Education and Human Rights committees - and our wider engagement with MSPs - we met frequently with employers via the COSLA workforce group, as well as having direct contact and communication with individual local authorities. This approach allowed us to put pressure on those employers who were trying to adopt a 'business as usual' approach.

Our position on the SNCT Panel was maintained and liaison took place both informally and formally through the SNCT structures, the COSLA network, STUC Committees and other COVID-specific meetings.

In addition, we managed the high level of individual support required, as well as a vast range of continuously updated FAQs and checklists based on member queries. We also developed an incident reporting system, which enabled us to identify poor practice and breaches of health and safety mitigations and directly challenge employers.

Wales

In Wales, we engaged with both Welsh Government and employers through the Schools Social Partnership Forum. There was close co-operation on developing Operational and Learning Guidance to ensure that staff and pupils and students were safe and that education could continue.

In the early months of the pandemic, good work was done in the development of a blended learning approach and thought was given to pre-planned fire breaks. However, as the year went on, the Welsh Government abandoned this approach in favour of more reactive responses, with extremely short notice decisions detrimentally impacting teachers and pupils and students in Wales. We continued to challenge Ministers on their resistance to calling for the use of face coverings for older children and young people and adults in education settings – despite scientific evidence showing that it would be appropriate.

Northern Ireland

NASUWT Northern Ireland worked to protect the contractual rights of teachers and secured many important protections for teachers that were threatened by the pandemic. These included an income support scheme for substitute teachers that provided 80% of pay for during the initial lockdown, as well as covering subsequent school closures. An agreement was reached that teachers would not be required to undertake performance reviews (PRSD) during 2020-21 and that PRSD would not be required for pay progression in September 2021, while inspections remained paused until further notice while ETI provided advice and support to schools, providers, and the wider education system.

Protecting workers' rights

Scotland

Outside of our response to COVID-19 in Scotland, we provided commentary and evidence to the Scottish Negotiating Committee for Teachers (SNCT) Teachers' Panel to inform a 2021 teachers' pay claim, covering restoration of pay, reduction in class contact time, the need to address excessive workload and the refusal to accept any proposal to freeze public sector pay in Scotland.

We also championed and participated in several reviews and working groups around topics of diversity, mental health, asbestos in schools and professional standards.

Wales

Meanwhile, in Wales, 2020 began with NASUWT Cymru building for a trade dispute with the Welsh Government over the failure to implement the recommendations of the Independent Welsh Pay Review Body (IWPRB), the impact of Curriculum Reform, the lack of clarity over the implementation of



DRIVING POSITIVE ACTION IN THE DEVOLVED NATIONS

the Waters Review and concerns about safe working environments. While still necessary, COVID-19 meant this action was suspended.

A groundbreaking report from the IWPRB acknowledged several of our concerns about education in Wales, including our recommendation to remove many of the damaging teachers' pay reforms of the UK Coalition Government in 2013. The IWPRB recommended the return of statutory pay scales, the replacement of performance related pay progression and the restoration of pay portability. However, The Welsh Government once again failed to fully implement the IWPRB recommendations, even after the acceptance by the Minister of Education.

Supply teachers have been hit especially hard during the pandemic in Wales. Following lobbying on this issue the Welsh Local Government Association (WGLA) issued guidance to Local Authorities to support non-agency supply teachers. Unfortunately, three north Wales authorities - Gwynedd, Conwy and Ynys Mon - have failed to comply with this guidance and we continue to challenge them.

Lastly, we were proud to – with the support of Estyn – successfully challenge the attempted return of invasive monitoring activities in the vast majority of schools. This meant that teachers were able to concentrate on new blended learning approaches, without worrying about aggressive accountability measures.

Northern Ireland

2020 started with a major trade dispute between NASUWT Northern Ireland and several Further Education employers, following attempts to introduce a new pay and contractual framework that was dependent on unions accepting detrimental changes to terms and conditions and limited freedom to represent members. After a failed conciliation facilitated by the Labour Relations Agency, new discussions began between employers and unions.

Our trade dispute with the Department of Education (DE) was settled in April with a 4.25% pay award to teachers for 2017-18 and 2018-19, along with a series of upfront workload measures. We are continuing to negotiate members' pay for 2019-20 and 2020-21.



REPRESENTING TEACHERS WHEREVER THEY WORK



We continued to support our members from beyond the United Kingdom, engaging directly with governments and administrations from the Channel Islands, the Isle of Man and Gibraltar to ensure health and safety remained at the fore during the COVID-19 pandemic. We also fought to make sure all policy reflected the legitimate professional and employment interests of teachers, while ensuring that children and young people could benefit from the highest quality education.

Isle of Man

The NASUWT has had long running concerns regarding pay, terms and working conditions on the Isle of Man, including the erosion in pay of around 30% since 2010. The Isle of Man was also the only jurisdiction where teachers could be moved down pay scales.

These concerns were symptomatic of the highly punitive approach taken by the Department for Education, Sport and Culture (DESC) towards its schools and teachers.

Following a successful ballot of members, a programme of 'action short of strike action' was instigated which included instructions such as limits on meetings and cover.

As part of the action, the NASUWT repeatedly highlighted the dysfunctional and bullying nature of the DESC. As a result, the government launched a review of the DESC, which was highly critical of the department and led to the resignation of the Chief Executive.

Through action, the NASUWT also secured:

- The removal of performance related pay.
- The removal of movement down pay scales.
- Additional pay for teachers (although this remained unsatisfactory).

- A full review of terms and conditions.
- A programme of reform of the DESC.
- A commitment to a new agreed recognition agreement.

The NASUWT's membership on the island also significantly increased through the action, from around 250 members to more than 600, and the NASUWT became by far the largest teacher union on the island.

Gibraltar

Gibraltar NASUWT worked closely with the government during the pandemic and, in particular, sought to ensure compliance with our expectations regarding the health and safety of members when schools re-opened.

The NASUWT also wrote to the government requesting a Gibraltar School Teachers' Pay and Conditions Document (STPCD) was developed and agreed as part of our Social Partnership work. At the time of publication, we were still waiting for a response.

Channel Islands

Our team in Guernsey fought on pay awards for members, with the States announcing that it would be imposing the award of 2.4%, backdated to 1 September 2019

following the suspension of talks due to the outbreak of COVID-19.

We also worked with the States of Jersey later in the year, following its announcement that it would be establishing a working party to look at teacher career pathways – akin to Advanced Skills Teachers, although progress was hindered by the continuing COVID-19 pandemic.

Ministry of Defence (MoD) facilities

The NASUWT continued to represent members working at Ministry of Defence (MOD) facilities in Germany, Cyprus and elsewhere around the world, ensuring health and safety compliance remained high throughout the COVID-19 pandemic.

We also engaged with the Directorate Children and Young People (DCYP), setting out our expectations for the 2020 - 21 pay award for teachers, which were accepted in full by The Ministry of Defence (MOD) – a big win for our members.

Sixth Form Colleges

We met with representatives of the Sixth Form Colleges Association (SFCA), the sixth form colleges' national body, on several occasions between September 2020 and January 2021 to raise concerns about the pay cuts teachers had experienced since 2010. A 2% increase was awarded from September 2020, then a further 1.25% from May 2021. The NASUWT pressed for more, to achieve parity, and will continue to do so.



CASE STUDY

MEMBER RAISES AWARENESS ABOUT WORKPLACE STRESS



Annwyn Lewis, President of NASUWT Cymru, is passionate about campaigning to improve support for teachers suffering from stress.



Annwyn Lewis
President, NASUWT Cymru

A Welsh language teacher, she experienced first-hand the extreme stress and anxiety caused by increasing workloads and consistently receiving 'adequate' gradings.

She said: "I can't tell you how dark the days were. I would get home and feel miserable. I used to cry a lot and I desperately wanted to give up teaching."

She was left drained and deflated and was forced to take a year off work.

The thought of returning was daunting. However, the NASUWT supported Annwyn with her return, negotiating a part-time contract that has helped improve her work-life balance.

Annwyn is now lobbying for all schools to have their own accredited representative for teachers' mental health – opening up an honest conversation about the best ways to reduce stress and anxiety for staff.

She added: "This can be a hidden problem in schools. A lot of teachers don't want to admit that they are stressed, but I don't want anyone to suffer in silence."

CASE STUDY

SCHOOL SECURES VALUED WORKER SCHEME ACCREDITATION FOLLOWING SAFE RETURN TO WORK

A school that 'led the way' in supporting the safe return of staff and pupils and students in the wake of the COVID-19 pandemic was recognised for its commitment to working constructively with trade unions.

St Cuthbert's Catholic High School in St Helens received the Valued Worker Scheme accreditation in recognition of its efforts to consult with staff, the NASUWT and other education workforce unions as it planned its reopening for Year 10 students.

Headteacher Cath Twist said: "We undertook detailed risk assessments and created a model of the school,

measuring everything out to decide what we needed to change to incorporate social distancing."

Mindful of the fact that many staff were extremely anxious about returning to school, Cath and the site team took videos and photos of their classrooms to show them what they would look like once they came back. Local union reps were also invited into the school for a walk round to examine the changes which had been made.

Cath was nominated for the accreditation by Mick Burrows, Assistant Secretary and Health and Safety Coordinator for St Helens & Newton NASUWT.

He said: "The aim of the Valued Workers Scheme is to encourage schools to cooperate with unions and Cath led the way. She was the first headteacher to invite me in to look at the plans for reopening and she was very open in sharing the risk assessments with us and taking on board our comments and suggestions."

The Valued Worker Scheme recognises employers who commit to treating all their staff fairly, equitably and with dignity.



IF I HADN'T JOINED THE UNION AND ATTENDED ANY OF THOSE CONFERENCES WHERE I MET OTHER BME TEACHERS, I DON'T THINK I WOULD HAVE THE SAME SORT OF CRITICAL UNDERSTANDING OF RACISM, OR CONFIDENCE AS A TEACHER."



Mélina Valdelièvre
Workplace Representative



Mélina Valdelièvre is leading the way in promoting racial equality in the Scottish education system and feels that joining the NASUWT was key to her learning more about racism and its pervasive impacts.

She said: "When I attended my first BME Teachers' Consultation Conference, I realised that racism is a lot more structural and institutional than I'd ever thought. Before that, I didn't really see the connection between racism and education, or how my personal experiences might be connected to institutional racism."

Mélina was keen to learn more about the multiple manifestations of racism in education. She secured an opportunity to go on a study trip, researching racial dialogue in American schools, and co-created a collective project called 'The AntiRacist Educator'.

Mélina has presented her anti-racism workshops at our conferences, and she represents the NASUWT on the Scottish Trades Union Congress's Black Workers' Committee. She urges young BME members to get more involved in

the union, so that they can benefit from the support and opportunities on offer.

She added: "If I hadn't joined the union and attended any of those conferences where I met other BME teachers, I don't think I would have the same sort of critical understanding of racism, or confidence as a teacher."

Mélina's work was celebrated by the NASUWT as part of Black History Month 2020.





FIGHTING FOR EQUALITY FOR TEACHERS

The NASUWT has always been committed to fighting for equality in teaching; challenging unfair policies and championing best practice. Despite the challenges and restrictions introduced by the COVID-19 pandemic in 2020, we've continued to deliver our programme of activities to ensure that our work in this area is embedded into wider processes, campaigns and training.

Supporting Black, Asian and Minority Ethnic Members

Over 400 teachers attended our BAME Conference in January, many of whom shared their experiences of micro-aggressions, micro-insults, invalidations and other forms of covert racism that continue to be a feature of their lives. Almost two-thirds of attendees at the conference reported that management bullying and adverse management practices had had a negative impact on

their working experience and job prospects, highlighting the fact that racial discrimination and disadvantage continues to be an everyday experience for many BAME members in the workplace, and in society in general.

Members continued to support our 'Act for Racial Justice' campaign, adopted in 2016 to underpin our programme of work on racial equality and address the growing problem of covert and overt racism in schools and colleges. Throughout

2020, we consistently lobbied Ministers on ensuring schools had adequate protections in place for BAME teachers and those with other protected characteristics. We also supported calls for an independent public inquiry to explore the contributory factors that lead to higher COVID-19 transmission and deaths for BAME people.

The pandemic has shone a light on the existing racial disparities and disadvantage that black people have faced for many years. The murders of George Floyd, Breonna Taylor and others further exposed the reality of systemic racism and violence against black communities, both in the United States and across the world. We supported the TUC on its call for a global response to the Black Lives Matter movement and worked alongside sister trade unions to support the establishment of a TUC Anti-Racism Taskforce, which would be chaired by our own General Secretary, Dr Patrick Roach.

Promoting LGBTI Awareness

In the spring, our consultation conference on LGBTI issues saw members highlight the inadequate provision of training in on LGBTI awareness and the impact of this on homophobic, biphobic and transphobic practices. Delegates called for compulsory training for school leaders and all staff.

We have recognised the often toxic discourse surrounding rights for trans people and pupils and students in schools, and trans rights for all continues to be a key feature of our equalities work. In particular, we called for the reform of the Gender Recognition Act to ensure that any barriers to equality for trans or non-binary people's rights are removed and that they continue to have representation on the TUC LGBTI Committee.

Our campaign on the teaching of same sex relationships within the Sex and Relationships Education (SRE) curriculum continued to be a key feature during the year and we have lobbied governments and supported calls for robust advice for schools.

Championing Disability Rights

The NASUWT continued to champion disability rights through the work of our Disabled Members' Committee and our representation

on the Workers' Committee. Feedback from our members demonstrates the disproportionate impact of the pandemic on disabled teachers and the need for more support from employers. We held a series of webinars on disability access and risk assessment, particularly around COVID-19 issues, to ensure that workplace reps, negotiators and disabled members were empowered with advice and information to challenge employers who were not meeting their legal and statutory duties.



THIS EVENT SHOWS ME THAT I HAVE A PLACE IN THIS FIELD.

Disabled Teachers' Conference attendee



Standing up for Women Members

The NASUWT continued to campaign for action against sexual harassment and abuse of female teachers at our first virtual Women's Consultation Conference in the autumn. Issues included gender-sensitive health and safety awareness in schools and the need for activists to be trained in dealing with domestic violence and abuse.

Domestic abuse has risen exponentially throughout the COVID-19 lockdowns, with devastating impacts - predominantly on women - and we provided evidence of this to the Women and Equalities Select Committee. As our women members predominantly bear the brunt of domestic and carer responsibilities, the pressures of remote learning have disproportionately impacted on their mental health, stress and wellbeing and we continue to provide support through our casework, campaigning, training and events.

Tackling violence and harassment of women at work was a key spur for our campaigning, which we have pursued on behalf of members nationally, through the TUC Women's Conference. Internationally, we have promoted the UN's International Labour Organisation's '16 Days of Activism', and called for UK

Government ratification of the ILO Convention. We also undertook an active social media campaign for the International Day for the Elimination of Violence Against Women in the autumn.

A programme of activities to tackle the under-representation of women within our own lay structures continued with a series of workshops, supporting women into activist positions.

Campaigning for Flexible Working

We campaigned to support members seeking flexible working options, producing guidance on how to apply, and sharing best practice examples of flexible working policies with schools and colleges, while also highlighting the issue to governments and administrations.

We have proactively sought feedback on flexible working from members throughout 2020 and this feedback will inform our future activities in this area.

Supporting Younger Members

Almost 200 NASUWT members, aged 30 and under, participated in our first virtual consultation conference for young members in

the winter. Attendees debated a range of issues including increased workload, the lack of ICT resources, growing mental health and financial pressures - often highlighting the additional impact of the pandemic on these areas.

Young members also expressed a keen interest in participating in more virtual events, even after the pandemic; while others said they would like to be more active within the union, but found that workload pressures and concerns around negative perceptions remain barriers. Mentoring and the opportunity to 'shadow' experienced activists were raised as possible solutions and the NASUWT is looking to expand such programmes.

A Voice in Every Workplace

Strengthening the NASUWT's voice in every workplace was a priority area for all our equalities committees. This included adopting strategies for increasing the voice and participation of members from under-represented groups and encouraging them to take up senior leadership positions within the union. It is clear from feedback that offering the opportunity to engage in the union's activities remotely has provided advantages to many of our equalities groups and we hope that this will continue during 2021.

CASE STUDY



IT'S GREAT THAT LGBTI TEACHERS GET SO MUCH SUPPORT FROM THE UNION.



Kerry Laxton, who has more than 20 years' experience, is devoted to helping schools improve their support for LGBTI children and young people.



Kerry Laxton
Union Activist

Kerry is Head of Inclusion at Swakeleys School for Girls, Middlesex, where she ensures that pupils and students of all abilities and backgrounds receive the support and opportunities they need.

"I feel very strongly about protecting these vulnerable young people," said Kerry.

"Sometimes, their parents and friends can be their bullies. These students need someone they can trust and tell. Often, that's their

teachers, so teachers have to learn how to support LGBTI children and young people - otherwise, these young people will have no one."

Kerry joined the NASUWT when she was a student and has enjoyed attending our LGBTI Teachers' Consultation Conferences.

"It's great that LGBTI teachers get so much support from the union," she added. "Having the General Secretary speak at these conferences is really important. "It's the same as with dealing with dealing with LGBTI issues in schools, the support needs to come right from the top."

Kerry is one of the dedicated teachers featured in our campaign.



of black teachers do not feel their school or college has done enough to address the specific and increased risks they face from COVID-19



of disabled teachers believe there is a widespread behaviour problem in schools today



of women teachers believe they have a worse work-life balance since lockdown



of LGBT+ teachers said they would feel confident about reporting homophobia, biphobia or transphobia to their employer



GLOBAL ACTION

COVID-19 should not be a global excuse for watered-down workers' rights. Throughout our history, we have always proudly extended our support to countries where teachers have faced a denial of their freedoms, something that was even more crucial in a year where many governments used COVID-19 restrictions as an excuse to further dilute workers' rights.

Standing in solidarity across the globe

We worked closely with affiliate unions across the world to ensure the rights of workers and unionists were upheld, including in Iran, Korea, Zimbabwe, Colombia, Belarus, Cambodia and the USA. Demonstrating our commitment, we supported the coronavirus pandemic response led by Education International (EI), with our pledge of further financial support to teacher unions in the Middle East.

The NASUWT presented our 2020 International Solidarity Award to Raymond Basilio, Secretary General of the Alliance of Concerned Teachers (ACT) in the Philippines, who has been subject to state-sponsored threats and harassment amid a rising tide of violence in the country.

Along with Amnesty International, Education International and the International Trade Union Confederation, we continue to press the government of the Philippines to allow the ACT to carry out legitimate trade union activity without fear of harassment or imprisonment. We also hope that the NASUWT Solidarity Award will serve as a message of strong support to Raymond and his colleagues as they continue to champion the rights of teachers and students.

Securing quality public education for everyone

With several governments quietly cutting down on international aid and development programmes, we became concerned about how countries could deliver the United Nations' Sustainable Development Goals (SDG), including the goal of securing free, quality public

education for every child on the planet.

We have been working actively with Education International in its work on Overseas Development Aid and the global financing of education. We hope to see further lobbying effort directed at Organisation for Economic Co-operation and Development (OECD) countries to honour their commitment to spend 0.7% of Gross National Income on Overseas Development Aid.

Challenging the government – Brexit and beyond

The NASUWT reluctantly updated our advice and guidance for Overseas Trained and Qualified Teachers (OTQTs), in light of changes to migration policy following the UK's withdrawal from the European Union. Despite this, we continued to challenge these 'racist' new immigration laws, highlighting the impact of proposed health charges, data protection issues and visa fees on practising teachers with migrant worker status – and warning of the serious knock-on implications for schools and pupils and students.

We continued to work with the TUCs and the ICTU to protect workers' rights.

A STRONG VOICE IN EUROPE

The NASUWT was represented at the European Trade Union Committee for Education (ETUCE) virtual quadrennial conference towards the end of the year, which had the theme of 'Campaigning to enhance the teaching profession for solidarity, democracy, equality and sustainability'. The NASUWT was re-elected to one of the seats on the ETUCE Board and contributed to all key debates and discussions.

SHOWING SOLIDARITY WITH KOREA

"The 60,000 KTU members will not forget the support and the spirit of international solidarity shown by the NASUWT over the past seven years of struggle for union independence. The 2015 NASUWT international solidarity award was the biggest encouragement for the KTU to keep on fighting against the injustice. We will never forget the support the NASUWT has given to us." **Kwon, Jung-oh**, President of the Korean Teachers' Union (KTU, or Jeongyojo)

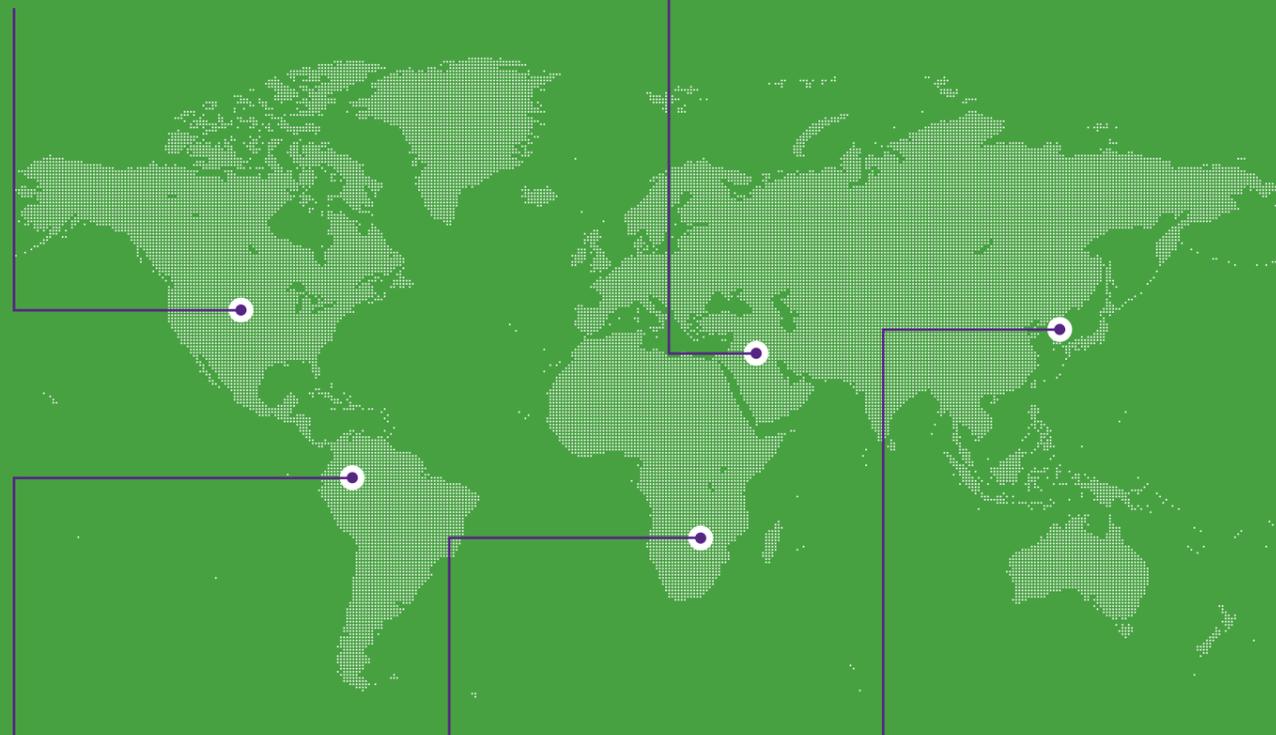


USA

Following Joe Biden's election victory in the USA, we made early contact with our sister unions, the National Education Association and the American Federation of Teachers. Through the TUC, we worked to utilise our connections with the Biden and Harris team to safeguard the Good Friday Agreement and to seek to ensure labour rights are also protected as part of any UK-US trade deal.

Iran

Alongside Education International, we condemned the arrests of prominent union figures Esmail Abdi and Mohammed Habib for their campaigns to improve accessibility for education in Iran. Their arrests were of particular concern given the spread of COVID-19 in Iran and the devastating health conditions in its detention centres.



Colombia

We made strong representations to the Colombian Embassy on behalf of teachers in Colombia following death threats to the Executive Committee of the Federación Colombiana de Educadores (FECODE) teachers' trade union, and an escalation of anti-trade union violence and killings of teacher trade union representatives and others in the country. FECODE members have taken part in nationwide strikes calling for improved funding and conditions in the public education system, as well as protection for human rights. Colombia remains the most dangerous country in the world for trade unionists, with teachers among the most targeted sector. Since the start of 2018, more than 30 teachers have been murdered, according to FECODE.

Zimbabwe

We stood in solidarity with the Progressive Teachers' Union of Zimbabwe (PTUZ) in refusing to support the full re-opening of schools until their salaries have been restored to a level on par with other professionals and civil servants. Teachers in Zimbabwe continue to face repressive attacks on their working conditions, pay and trade union rights and we will continue to send messages of solidarity to the PTUZ and other sister trade unions experiencing similar attacks.

Korea

Following seven years of campaigning, the Korean Teachers' Union (KTU) secured victory in the Supreme Court - overturning the decision of the Korean government that removed the legal status and rights of the union. The KTU was supported in its campaign for independence and restoration of trade union rights by the NASUWT, and in 2015 received the NASUWT International Solidarity Award for its efforts.

MEET THE NASUWT



Michelle Codrington-Rogers
President



Phil Kemp
Senior Vice President



Angela Butler
Junior Vice President



Russ Walters
Honorary Treasurer



Dave Kitchen
National Officer 2017-2021



Patrick Roach
General Secretary



Phil Siddle
Assistant General Secretary



Maggie Bremner
Assistant General Secretary

311,919

Members

299

Local Associations and Federations

43

Members of the National Executive Committee

345

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



20 WAYS THE NASUWT SUPPORTED MEMBERS DURING THE PANDEMIC

As we look back on 2020 as the year the Coronavirus pandemic threatened the health, safety and livelihoods of our members, the NASUWT demonstrated our capacity as a union to protect education and support our members, by:

- Lobbying – right across government – on the issues affecting our members, until vital safety guidance was provided to school and college employers.
- Securing financial protections for supply teachers through changes to the Coronavirus Job Retention Scheme.
- Securing action by employment agencies to provide financial support for our supply teacher members.
- Demanding action by school and college employers to meet their legal and equalities obligations on health and safety at work.
- Supporting hundreds of thousands of individual members to protect their right to a safe working environment.
- Ensuring that tens of thousands of school and colleges across the UK undertook risk assessments.
- Securing thousands of individual risk assessments for members in vulnerable groups.
- Lobbying successfully for funding for the HSE, resulting in more than 5,000 health and safety inspection visits of schools and colleges during the pandemic.

- Forcing a catalogue of government U-turns, including:
 - Access to the Coronavirus Job Retention Scheme for supply teachers.
 - The right of clinically extremely vulnerable staff to stay at home.
 - The use of face masks in schools and colleges.
 - Priority access to COVID-19 tests for teachers.
 - Additional workforce funding for schools to help meet Coronavirus costs.
 - The move to remote learning once the new Coronavirus variant was identified, together with additional investment in IT support for pupils.
- Stopping the rollout of a fatally flawed and dangerous policy to use Lateral Flow Testing as an alternative to self-isolation.
- Negotiating changes governing academic inspection visits to schools and colleges during the pandemic.

- Securing improvements in relation to the NHS Test and Trace system and the use of the NHS COVID-19 App in schools.
- Winning additional funding and personnel to support the rollout of mass testing of pupils in secondary schools.
- Ensuring changes to government guidance on teacher appraisal, so that teachers were not denied access to pay progression due to the pandemic.
- Providing additional support and guidance for teaching students and newly qualified teachers, enabling them to complete their training and inductions without penalty.
- Securing appropriate remedial changes to address shortcomings in the 2020 examinations series.
- Securing the abandonment of school and college performance tables for summer 2021.
- Securing abandonment of primary school statutory tests for 2021.
- Publishing our 10-point programme of measures which influenced public calls for safety in schools and colleges during the autumn term.
- Successfully challenging through industrial action employers that sought to play fast and loose with our members' health and safety and working conditions.
- Leading calls for a national education recovery plan that works for everyone.

A FINAL WORD

Last year, we lived in totally a different world. In February 2020, I was part of a peace-monitoring delegation to Columbia. As part of that visit, I met up with the Columbian Federation of Educators (FECODE) and heard its story of trying to educate the young in a very hostile environment, where teachers are regularly threatened and killed, just for being teachers. This highlights the on-going struggle we face in tackling ignorance, violence, bigotry and hatred around the world.



Dave Kitchen
National Officer 2017-2021

Last year's NASUWT Annual Conference was in total contrast to Belfast. Instead of the large auditorium of the ICC, I had the four corners of my study and a laptop! Instead of four days, we had an hour to carry out the annual business of the union, with motions being accepted without debate.

In my Presidential year, I travelled over 33,000 miles in the UK, meeting members, associations, schools and attending conferences. This year I have covered zero miles

but have spoken to many teachers (some on virtual picket lines), local associations and employers. I have also chaired conferences and attended international events, speaking to colleagues around the world, all from the confines of my own home!

The pandemic has forced us to re-evaluate our own personal lives, including how, and indeed where, we work. It has required us to re-examine how we actually teach and the vital role education plays in shaping the future. After all this reflection, it is still my personal conviction that teaching is, and should always be, the best job you can have.



NASUWT

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We have updated the style of our Annual Report since last year. If you would like to share your thoughts on the look, feel and content of this year's Report, please email nasuwt@mail.nasuwt.org.uk.