



# Proposals on the School Support Staff Negotiating Body

Official Response from Community



July 2025

## About Community Union

This is an official response on behalf of members of Community.

Community is a general Trade Union affiliated to the TUC. We provide legal and casework support to our members and regularly engage with them in determining our response to policy proposals.

Community's Education and Early Years sector represent thousands of serving teachers and support staff, headteachers, lecturers, nursery and early years workers, nannies and other education professionals in schools and academies, nurseries and early years settings, colleges and universities across the whole of the UK.

This evidence was submitted to the Department for Education on behalf of our members and as such represents the views of a wide range of individuals from different backgrounds across England and the UK.

The information shared within this response may be used and quoted as appropriate for the purposes it was gathered, with Community Union acknowledged as the contributor. We would be happy to discuss the comments in this response further, please contact us using the details supplied.

This Official Response will be published on our website following the close of the consultation period.

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## Summary Comments

Support staff are the backbone of our schools, playing a crucial role in the education and well-being of our children and young people. Teaching assistants, catering staff, caretaking and cleaning staff, office and finance teams as well as many other vital, but often unseen roles keep our schools running smoothly every day.

Community is keen that the specific needs of school support staff are recognised and considered separately from those of wider public-sector employees but any change to the way that terms and conditions, especially pay, are considered comes with risk. That is why we are particularly pleased to note the commitment from the Secretary of State that *“no one will move from more favourable pay and conditions onto less favourable ones”*.

The creation of the School Support Staff Negotiating Body (SSSNB) will result in a new bargaining unit. It is vital that all those unions and associations who represent support staff are represented on this body and call for Community Union to be included in this body as we have a large membership of support staff and allied educational professionals and membership of this body will allow us to best support the needs of our non-teacher members. It will also be important that unions who are not part of this body continue to be able to provide individual representation on all matters, including pay and conditions.

The job roles which fall under the auspices of the SSSNB will need to be carefully defined to ensure the correct roles fall into scope without necessarily specifically naming them. This will allow for future roles that meet that definition to be included and also cover roles which develop over time, clearly setting out what will happen as they fall into and out of scope of the SSSNB, for example HLTAs who perform teaching duties as unqualified teachers.

Community Union believes agency workers in school support roles must be covered by the SSSNB to ensure they are not disadvantaged due to their employment status or working patterns. Despite legal protections, agency staff often face discrimination—such as unequal pay, lack of access to training, and poor integration in the workplace. Excluding them from the SSSNB would risk further inequality, especially in a sector where the workforce is predominantly female.

Community believe the SSSNB has a critical role in ensuring school support staff are appropriately paid for the work they do, that they receive training and professional development and that they benefit from the protections of a core set of terms and conditions. Therefore, we propose that SSSNB terms should apply to all staff—regardless of whether they are agency or directly employed—while they are working in schools, education settings, or central education teams. This ensures fairness and prevents confusion or indirect discrimination.

Including agency workers in the SSSNB could also help improve pay and conditions, reduce the gender pay gap, and create a more consistent and equitable environment for all school support staff. While agencies may need to adjust practices, schools and workers alike would benefit from greater clarity, fairness, and workforce cohesion.

The statutory nature of this new body is important, and it is also vital that all trade unions that already represent the interests of individual school support staff are included, not just those who currently hold national bargaining rights. This is an opportunity for a reset and Community very much want to be a part of it, for the benefit of our members and all schools support staff across England.

## Introduction

Establishing the School Support Staff Negotiating Body (SSSNB) is an important part of delivering both the government's Plan to Make Work Pay and the Opportunity Mission.

The government will establish the SSSNB as a statutory negotiating body through the Employment Rights Bill (ERB). Currently, there is no statutory, national pay body for school support staff. Most staff are employed on terms and conditions set out in the Green Book by the National Joint Council (NJC) for Local Government Services. The Green Book covers the pay and conditions for 1.4 million local authority employees, including a wide range of roles, such as architects and lawyers, as well as school support staff roles. The NJC agrees a national framework, with potential for local modification, which employers choose to sign up to.

By focusing exclusively on school support staff, the SSSNB will be better able to respond to the specific needs of the sector. This sector-specific focus provides an opportunity for more tailored negotiations on pay and terms and conditions to ensure that support staff are paid appropriately for the work they do, as well as advise on suitable training and career progression routes for the varied roles support staff undertake. The government will have more scope to resolve practical issues, such as aligning the timing of teacher and support staff pay awards, which would help employers with budget planning.

The Secretary of State for Education will make regulations to incorporate agreements reached through the SSSNB process into employee contracts. This statutory backing ensures that the agreements reached will be enforceable by law. Statutory guidance can also be issued on training and career progression for school support staff, following recommendations from the body.

The government's [Plan to Make Work Pay](#) is a core part of the mission to grow the economy, raise living standards across the country and create opportunities for all. It will tackle the low pay, poor working conditions and poor job security that has been holding our economy back. The ERB is a crucial part of the first phase of delivering the Plan to Make Work Pay, supporting employers, workers, and unions to get Britain moving forward.

## About this consultation

This consultation applies to maintained schools and academies in England. Education systems in the United Kingdom differ by nation and are managed by each devolved government. SSSNB clauses will be inserted into Part 8A of the Education Act 2002, alongside the statutory framework for teachers' pay and conditions in England.

This consultation intends to gather evidence and views on the following areas:

- **How to define 'school support staff', to confirm which staff are within the SSSNB's remit.** This includes deciding whether to exclude any staff currently covered by the broad definition set out in primary legislation, and / or whether to include any staff working for academies who are currently outside that definition. The outcome will help shape secondary legislation, to be introduced as soon as possible after the relevant provisions in the ERB come into effect.
- **A call for evidence on the pay and terms and conditions on which school support staff are currently employed.** This will improve our understanding of the current system and inform plans for the transition from current arrangements to the SSSNB.
- **Whether agency workers should be included in the scope of the SSSNB in future legislation.** This will inform future primary legislation, not the ERB or related secondary legislation.

It also asks respondents questions about their role and equalities information, and those responding on behalf of organisations for detail on the size of the organisation. Refer to Annex A.

# **Topic 1: Definition of ‘school support staff’ to inform who is in scope of the SSSNB**

## **Background**

This section asks for views on how to define ‘school support staff’. The definition will establish in law which staff are included in the remit of the SSSNB.

Staff who fall within the remit will have their pay and conditions agreed through the body. The government will make regulations that include these terms in their employment contracts by law. The body will also advise on suitable training and career progression for their roles. Employers must have regard to any statutory guidance that is issued.

It is therefore vital that employers and staff have clarity from the outset about who falls within the SSSNB’s remit – and who does not. We need to ensure that all, and only, staff in supporting roles – both inside and outside the classroom – are included. This includes roles like teaching assistants, catering staff, and administrative staff in maintained schools and academies.

At the same time, we must avoid including staff who are not in support roles, or whose roles are better addressed by other arrangements. These other arrangements are designed to meet different needs – such as those of teachers and senior executive leaders – rather than the specific needs of school support staff.

We have set out a proposal below explaining how we aim to ensure the right staff are included in the SSSNB’s remit.

## **Current definition and powers to refine set out in primary legislation**

The legislation, which establishes the SSSNB, defines ‘school support staff’ in broad terms. This is to reflect the wide range of roles that school support staff hold, without needing to list them all. Put simply, it defines support staff as anyone who is not a teacher, is employed by a maintained school or academy in England, and works at one or more of those schools.

This definition includes two main groups of staff:

1. Staff employed by local authorities and governing bodies to work wholly at one or more maintained schools, as long as their pay is not set through the statutory teacher pay process.
2. Staff employed by academy trusts to work wholly at one or more academies, who are not qualified teachers.

This covers the types of school staff who are currently covered by the NJC<sup>1</sup> for terms and conditions. It also aligns with the types of roles listed as 'support staff' in the School Workforce Census.<sup>2</sup>

For the full legal wording, see paragraph 1 of Schedule 4 of the [ERB](#).

**Table 1: Summary of types of support staff roles included in the School Workforce Census**

	Categories of support staff	Types of roles and job titles
1	Teaching assistants	Teaching assistant, higher level teaching assistant, special needs assistants, minority ethnic support staff and any other staff with support roles in the classroom.
2	Auxiliary staff	Other staff essential to the running of the school such as catering, midday supervisors, cleaning and maintenance staff.
3	Administrative staff	Staff employed for administrative tasks such as office staff, secretaries, and central support staff.
4	Other school support staff	Support staff that are not classroom based, for example matrons / nurses / medical staff, librarians, invigilators, pastoral support and attendance staff.
5	School business professionals	Include roles such as bursar, business manager, finance officer, office manager, premises manager or ICT network manager.
6	Technicians	Those employed to support science, design and technology, craft and ICT.
7	Leadership - non-teacher	Members of the school's senior leadership team who are not reported in a teaching post.

You can find more detail on how the School Workforce Census works, and the latest data on school support staff, in the footnote below.

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<sup>1</sup> <https://www.local.gov.uk/our-support/workforce-and-hr-support/local-government-services>

<sup>2</sup> [School workforce in England, Reporting year 2024 - Explore education statistics - GOV.UK](#)

The ERB gives the Secretary of State powers to adjust the definition of 'school support staff', through secondary legislation.<sup>3</sup> These powers allow for two things:

- **To exclude certain staff working in maintained schools or academies from the SSSNB's remit:** Some roles in maintained schools or academies may fall within the broad definition, even though they are not intended to be considered 'support staff' for the purposes of the SSSNB. This power allows to government to refine the scope and remove such roles where appropriate.
- **To bring individuals who carry out particular types of work for academies within the SSSNB's remit.** The ERB gives the government the power to include additional academy roles, even if the staff do not work entirely at one or more academies. These roles must meet a 'prescribed description' – a legal term meaning a specific type of role that regulations can clearly define.

Academies often use innovative staffing models. which means they may have roles the current definition does not cover. Some of these may be similar to roles in other types of schools that are included. We believe such roles should also fall within the SSSNB's remit.

## Proposal and rationale

We believe that the broad definition of school support staff mostly includes staff that should be in the SSSNB's remit. However, we consider the below as exceptions. In these cases, the department proposes to use further ('secondary') legislation to:

- **Exclude** employees whose pay and / or conditions are negotiated or set through certain other pay or negotiating bodies.
- **Include** academy trust employees in support staff roles who work from locations other than academies.
- But **exclude** executive leaders of academy trusts, regardless of work location.

The department expects that school support staff currently employed on National Joint Council (NJC) for Local Government Services arrangements will move from the NJC process to the new SSSNB process. Support staff outside of these NJC arrangements will

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<sup>3</sup> 'Primary legislation' refers to laws passed by Parliament. The Employment Rights Bill will only become primary legislation once it has completed the parliamentary process and received Royal Assent. These laws set out the main legal framework. Secondary legislation is made by ministers or public bodies using powers given to them by primary legislation. It is used to fill in the details or make changes without needing a new Act of Parliament.



also move to the SSSNB process, if they are covered by the 'school support staff' definition. Contract changes would reflect the outcomes agreed through the SSSNB.

### **Proposal to exclude employees whose pay and / or conditions are negotiated or set through certain other pay or negotiating bodies.**

We propose that some staff who may currently be covered by the ERB should not be included in the SSSNB. This applies to those whose terms and conditions are negotiated or set by other bodies (listed below). These staff should remain under their current sector specific arrangements, which are more suited to their workforce needs – and should **not** be included within the SSSNB process.

Specifically, we intend to exclude staff whose pay and / or conditions are set by the following bodies:

- i. **School Teachers' Review Body** – where the definition in the ERB does not already exclude these staff. STRB covers teachers and school leaders.
- ii. **Joint Negotiating Committee (JNC) for Youth and Community Workers.** This JNC covers youth workers and community development staff, often employed by local authorities.
- iii. **Soulbury Committee.** Covers educational psychologists, educational improvement professionals, and managers of youth or community services.
- iv. **Joint Negotiating Committee for Local Authority Craft and Associated Employees.** This JNC covers skilled tradespeople such as plumbers, electricians, and maintenance workers employed by local authorities.
- v. **Joint Negotiating Committee for Chief Officers of Local Authorities.** Covers senior officers, such as directors of services within local authorities.
- vi. **Committee for Support Staff (subcommittee) of the National Joint Council for Staff in Sixth Form Colleges.** Covers support staff in sixth form colleges under a separate national agreement.

Through this consultation, we aim to confirm that:

- a) the sector agrees with this view
- b) all relevant bodies are listed above
- c) that any exceptions to this approach have been clearly identified

### **Proposals for academy trust staff**

**We want the SSSNB outcomes to apply in the same way to maintained schools and academies.**

Academies make up roughly half of state-funded schools in England in 2025. Academy trusts also employ around half of the school support staff workforce. The challenges that

SSSNB will aim to address are not unique to maintained schools. We therefore consider it important that the SSSNB includes all school support staff across the state-funded sector. When determining which staff are in scope, we believe the nature of the work carried out should be the key factor. This is more relevant than the physical location that the work happens in, provided it supports schools or academies.

This means addressing arrangements unique to academy trusts. These trusts have a range of roles that do not align directly with those typically considered 'support staff' in maintained schools. For example, academy trusts have senior roles that operate across multiple schools. These roles often do not exist in the maintained sector or, where they do, are typically carried out by senior staff in a local authority's central team. Likewise, academy trust staff may work in a central head office, rather than in an academy, whereas maintained school staff usually work within schools. To reflect these differences, we propose making the following changes to the SSSNB:

- **Include academy trust employees in support staff roles who work from locations other than academies.** Specifically, this includes staff working in central, non-school locations who carry out roles that would otherwise be in scope if they were working at a school. (As the definition in the ERB only includes academy staff working "wholly at" one or more academies). For example, this could include HR officers or administrative staff working from a head office, or staff carrying out work in other locations such as maintained schools – the current definition does not cover staff working in both maintained schools and academies.
- **Exclude executive leaders of academy trusts.** These individuals are not typically considered support staff, but they are currently covered by the broad ERB definition. They hold senior leadership roles with responsibility for planning, directing and controlling activities of the trust, and are accountable to the board for the trust's overall performance. Their roles have distinct characteristics and needs that differ from those of support staff. For example, this includes Chief Executive Officers (CEO), Chief Operating Officers, and Chief Financial Officers.

We propose defining these staff in line with the Children's Wellbeing and Schools Bill. In secondary legislation, they would be described as 'staff appointed by the proprietor of an Academy as an executive leader of the proprietor'. In plain terms, this means senior leaders – such as CEOs – who are directly appointed by the academy trust and have overall responsibility for running the trust.

The current ERB definition includes early years educators in schools who are not qualified teachers. It also brings into scope Early Years Teachers who do not hold Qualified Teacher Status (QTS), but who do have Early Years Teacher Status – (EYTS). These staff are currently covered by the NJC process. We therefore do not propose excluding them from the SSSNB's remit.

**Questions on staff in scope of the SSSNB and our proposal to refine the definition of ‘school support staff’**

1. Ignoring the definitions (which are covered in the next question), do you agree with our proposals to:
  - (a) Exclude staff whose pay and conditions are determined through the existing pay and negotiating bodies named above?  
**YES**
  - (b) Include academy trust employees in support staff roles who work from locations other than academies?  
**YES**
  - (c) Exclude executive leaders of academy trusts?  
**YES**
2. Do you agree with how we have defined the groups above:
  - (a) staff covered by the named existing pay and negotiating bodies
  - (b) central academy trust staff
  - (c) executive leaders of academy trusts**YES**
3. Are there any staff who you think would still be covered by the broad ERB definition (after our proposed exclusions above) who you think should not be?  
**UNSURE**
4. Are there any other staff working centrally for academy trusts who you think should be included (but would not be under our current proposal)?  
**NO**

## **Topic 2: Call for evidence on existing pay and terms and conditions**

### **Background**

The SSSNB will bring together employer and employee representatives to negotiate on pay and terms and conditions.

The Bill allows the Secretary of State to:

- Specify factors that the SSSNB must consider
- Approve (or 'ratify') agreements on pay and terms and conditions reached by the SSSNB by setting them out in law (regulations) to change contracts, or
- Introduce changes to contracts in law (regulations) if agreement is not reached

These laws will incorporate agreed pay levels and terms and conditions into individual employment contracts.

The precise way in which the SSSNB will operate – including how it sets pay, how this links to the roles that support staff hold, and the content of any core terms and conditions – will be determined by the SSSNB once it is established and has received a remit from the Secretary of State.

The government has stated the intention for support staff in all state-funded schools in England to benefit from a core pay and conditions offer. No one should be paid less or have worse conditions because of the move to the SSSNB. At the same time, employers will keep the flexibility to respond to local circumstances and offer staff contracts beyond the minimum agreements reached by the SSSNB.

This call for evidence is intended to support our understanding of current arrangements and inform the transition to the new system under the SSSNB.

## **Evidence on current pay and terms and conditions**

### **For employers**

1. Do you use The National Joint Council (NJC) for Local Government Services National Agreement on Pay and Conditions of Service ('The Green Book') for school support staff?  
*Not Applicable*
2. Do you pay school support staff based on the pay points in the NJC pay spine?  
*Not Applicable*
3. How do you decide where to put support staff (i.e. which pay point) on the pay structure that you use? For example, you may use job evaluations or role profiles.  
*Not Applicable*
4. Are there any parts of contracts with your staff that you would be concerned about changing under the SSSNB?  
*Not Applicable*

### **For employees**

1. Are there any parts of your current contract that you would be concerned about changing under the SSSNB?  
**NO**

Community Union are looking forward to all members of support staff being properly represented in a dedicated forum rather than having their terms and conditions negotiated as a subset of wider local government roles.

The reason so many support staff are employed on term-time only or part-year contracts despite frequently working in excess of their contracted hours, and in school closure periods without any recompense is a result of the single status process which evaluated them against the whole local authority staff to their detriment. A dedicated SSSNB will be able to advocate for school support staff much more effectively as long as it represents all school support staff members and roles.

## Topic 3: Agency workers

In this consultation, ‘agency workers’ means people who have a contract with an employment business (or ‘agency’) and work temporarily for a ‘hirer’ – in this case, a school employer. This is normally called ‘temporary agency work’ or ‘temping’.

If someone gets a permanent or fixed-term job at a school through an agency, they are employed by the school, not the agency.<sup>4</sup>

### Background

This section asks questions about current contracts for agency workers in support staff roles in schools. It also asks what impact bringing agency workers into the SSSNB’s remit would have on them, employment businesses, and schools.

We know that agency workers fulfil important roles in schools. The government is committed to providing job security, treating workers fairly, and decent pay for all workers. These commitments apply to agency workers as well as to school employees. However, we also recognise that agency workers often have different working patterns and employment terms compared to support staff who are employed directly by schools, academy trusts or local authorities. These differences may make it more complex to decide whether, and how, to include them in the SSSNB’s remit.

We have therefore committed to consult on whether agency workers should be included in the SSSNB through future legislation. This will help us meet our goals: to Make Work Pay, and to help schools recruit and keep the permanent support staff they need to drive high and rising standards.

Agency workers are not currently covered by the SSSNB. The SSSNB covers most school support staff – around 800,000 people – who are employed directly by school employers and work only in maintained schools or academies in England.

We do not have data on the exact number of agency staff working in support roles in schools. However, a snapshot of data from one day (‘census day’) suggested there were about 50,000 support staff employed by third parties. This includes agency workers, but also other types of staff.<sup>5</sup>

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<sup>4</sup> More information on determining whether someone is an agency worker or an employee can be found here: [Employment status: Employee - GOV.UK](https://www.gov.uk/employment-status-employee)

<sup>5</sup> [School workforce in England 2024 \(published June 2025\)](#). Data represents third-party support staff in school on ‘census day’ (early November each year).

Under the Agency Worker Regulations, agency workers are entitled to equal treatment after 12 weeks in the same job. This means they must get the same basic pay and working conditions as if they were employed directly by the school. Before the 12-week point, agency workers may be on different pay and terms and conditions compared to directly employed staff. However, even after 12 weeks, agency workers may still lack access to certain rights and benefits that are available to directly employed staff – such as occupational sick pay or pensions.

Practically speaking, bringing agency workers into the SSSNB would mean:

- Agency workers' contracts would need to change. Regulations made using the powers in the ERB will write SSSNB agreements into contracts. This means agency workers' contracts would be updated by law. They could then be entitled to at least the minimum pay and the core conditions agreed for support staff employed directly by schools.
- Agency workers and supply agencies would need to be represented on the SSSNB. This would involve finding a suitable organisation to represent supply agencies on the body. It would also mean ensuring that agency workers are represented by unions or other groups. This is needed to make sure the SSSNB can fairly represent everyone within its scope.

## **Rationale for consulting**

To understand the potential scale of change, the department is seeking evidence on how agency workers supply schools with support staff and what their current contracts look like.

We think it may only be realistic to include agency workers who have a contract with an agency and work only in school settings – like directly employed school support staff – in the SSSNB in future. We want to test this idea.

We are also asking for views from stakeholders to better understand the impact of this change on:

- a) Agency workers who provide supply cover in support staff roles in schools
- b) Employment agencies that place workers in schools in support staff roles
- c) Maintained schools and academies

Bringing agency workers into the SSSNB would require changes to law. This change would not be made through the ERB currently in parliament. If ministers decide to extend the SSSNB's remit after this consultation, we would look for another way to make this change in law at a later date.

## **Questions on bringing agency workers into the SSSNB**

### **General questions – for all respondents**

- 1. Do you think agency workers should be included in the SSSNB in the future?**

**YES**

Agency workers who are dedicated to working in school support staff roles, but who work across different schools and employers as deployed by an agency should fall under the remit of the SSSNB to ensure that nobody suffers detriment due to their working patterns and employment.

Despite legal protections, agency workers do still experience discrimination in the workplace such as unequal treatment, access to training, promotion opportunities, and increasingly due to a lack of staff rooms, social integration within the workplace. We fear that those employed via an agency would be at further risk of detriment and employment discrimination if they were not protected by the terms of the SSSNB.

In a sector that employs over 75% women, Community feel that it is vital that there are appropriate protections to ensure there is no discrimination because someone chooses to work through an agency and therefore, we think that agency workers should be included in the SSSNB going forward.

- 2. If agency workers were included in the SSSNB, do you think they would need to have contracts to work only in school settings?**

**UNSURE**

Community understands that the SSSNB can only apply whilst workers are employed within school and education employers. However, to say that workers can only have contracts to work in school settings is unfair and restrictive and could prevent workers from taking on jobs that cover multiple roles.

Therefore, we suggest that the terms of the SSSNB only apply when staff are working within schools, other education establishments and central teams. This will ensure that they are protected from discrimination and will suffer no detriment because they are employed through an agency.

It will also extend the rights conferred in law to ensure that after 12 weeks in the same role with the same employer, agency workers are entitled to the same basic working conditions as directly employed staff, including pay, holidays, and other benefits. Community feel that the need to change contracts to specific 'school' contracts could cause confusion and lead to indirect discrimination.



3. Are there any other conditions you think would need to be met for agency workers to be included in the SSSNB?

**NO**

4. What impact do you think including agency workers in the remit SSSNB would have on the following groups?

a) Agency workers	<b>POSITIVE</b>
b) Employment agencies	<b>NEGATIVE</b>
c) School employers	<b>POSITIVE</b>
d) Permanent or fixed-term employees	<b>NEUTRAL</b>
e) The functioning of the SSSNB	<b>NEUTRAL</b>

The evidence is clear that agency workers are treated differently to permanent workers in many workplaces. Much of this is caused by the relationship between the worker and the placement and how that differs from those who are directly employed. We are also aware that many agency workers are paid differently to their colleagues due to the agency fees which has led to some workers earning close to the National Minimum Wage. This is just one area which we hope can be addressed by the SSSNB.

This improvement in pay, terms and conditions will benefit those working through agencies and may have a similarly positive impact on the wages of low-paid permanent employees too. There may be a slight negative impact on the agencies themselves as they will have to manage specific education contracts and ensure that terms are met. This may also mean that the workers pay will rise and the agency fees are paid by the employer.

We expect school employers to benefit as they will see workers who are covered by terms and conditions which are the same or similar to their permanent staff. This means duties and expectations can be the same and should help schools to deploy agency staff across classes and other areas of need.

We do not expect there to be any impact on the functioning of the SSSNB.

# Equalities impact

In accordance with the Equality Act 2010, Ministers must have “due regard”, when making decisions, to the need to eliminate unlawful discrimination; advance equality of opportunity; and foster good relations, in relation to protected characteristics. The Department has been taking this requirement into account in developing these proposals and will use findings from this consultation to develop a full assessment.

## Question on equalities

### 1. Could any of the proposals have an impact – positive or negative – on people with any of the following protected characteristics?

- |                                  |     |
|----------------------------------|-----|
| • Age                            | NO  |
| • Disability                     | NO  |
| • Gender reassignment            | NO  |
| • Marriage and civil partnership | NO  |
| • Pregnancy and maternity        | NO  |
| • Race                           | NO  |
| • Religion or belief             | NO  |
| • Sex                            | YES |
| • Sexual orientation             | NO  |

Over 75% of the education workforce is made up of women and amongst school support staff the figure is even higher at 89% (June 2021). Having a dedicated body to address ongoing pay and conditions issues for this body of staff is important as despite the high level of dedication, skills and training required to meet the diverse needs of the children, many of the roles are low paid. And this has led to a particularly pronounced gender pay gap within education settings.

### 2. What action could help reduce any negative impacts you identified in Q1?

*The relevant protected characteristics are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation*

Community believes that the formation of the SSSNB will have a positive impact on equality, especially gender equality around pay, family-friendly working and medical and health related issues.

### 3. Are there any other equality-related impacts you think we should consider?

No

