



Education &  
Early Years

# **SUPPLEMENTARY EVIDENCE TO THE SCHOOL TEACHERS' REVIEW BODY**

**MARCH 2024**

**Community Union | Education & Early Years**  
**465c Caledonian Road**  
**London**  
**N7 9GX**

T: 01332 372337

W: [www.Community-TU.org](http://www.Community-TU.org)

## Teacher Pay

1. There are no great schools without great teachers and Community Union agree with the Department that “great teaching is transformational for children’s life chances.”<sup>1</sup> Our biggest concern when submitting this evidence, is that in order for children’s lives to be transformed there must be sufficient, high-quality and experienced teachers to realise this ambition.
2. According to evidence from the Department they continue, “to deliver a wider range of policies to improve recruitment and retention,<sup>2</sup> but the wider evidence strongly suggests that these strategies are not working. Last year 44,000 teachers, representing almost 10% of the teaching workforce, left the profession – 8.8% of those for reasons other than retirement.<sup>3</sup>
3. The number of teaching vacancies being posted by schools has now reached a record annual high and there has been a 24% reduction in applications to public sector employers. *Teacher Tapp* and *SchoolDash* report that job adverts have increased by 12% compared to last year, and a record-breaking 13% of secondary teachers report currently unfilled vacancies.<sup>4</sup>
4. According to the school workforce census;
  - 10% of all teachers are newly qualified (ECTs);
  - at least 8% of teachers leave the sector every year; and
  - more than 3 in every 10 teachers leave within 5 years of qualifying.And, in 2021, of the 44,000 teachers that joined the sector, 5,000 had quit by the end of the year, that’s at least 10% leaving within a year. Additionally, 5% decreased their working hours leading to a further reduction of around 2160 FTE<sup>5</sup>. Meaning we are at risk of not recruiting enough even to maintain the status quo.
5. According to the Department’s submission, “research has found a relationship between higher relative pay outside teaching and higher rates of teachers leaving the profession, and that this effect tends to be larger for teachers in the first few years of their career and in shortage subjects.”<sup>6</sup> This comes as no surprise to us, and we have been highlighting the importance of teacher pay remaining competitive in every one of our evidence submissions for years.

---

<sup>1</sup> Government Evidence to the School Teachers’ Review Body (2024). Paragraph 9, Page 7  
<https://www.gov.uk/government/publications/evidence-to-the-strb-2024-pay-award-for-teachers-and-leaders>

<sup>2</sup> Ibid. Paragraph 5, Page 6

<sup>3</sup> Pete Henshaw, “Backlash over DfE spin as record 40,000 teachers quit the chalkface” (2023)  
<https://www.sec-ed.co.uk/content/news/backlash-over-dfe-spin-as-record-40-000-teachers-quit-the-chalkface>

<sup>4</sup> Becky Allen et al., “Teacher Recruitment and Retention in 2023” (2023). Page 4  
<https://www.gatsby.org.uk/uploads/education/teacher-recruitment-and-retention-in-2023-tt-schooldash-final.pdf>

<sup>5</sup> School workforce in England: Reporting Year 2021, January 2023  
<https://explore-education-statistics.service.gov.uk/find-statistics/school-workforce-in-england#releaseHeadlines-dataBlock-1>

<sup>6</sup> Government Evidence to STRB (2024). Paragraph 133, Page 33

6. However, in previous written evidence, the Department modelled that targeting awards at early career teachers would, over time, lead to an additional 1,000 teachers retained in the profession per year, with a similar annual boost to recruitment, compared to providing a single uniform award.<sup>7</sup> But this has not occurred. When the data suggests otherwise, is it not time to rethink this strategy?
7. The Department's own figures from December lay bare the recruitment struggles for trainees into initial teacher education. Just 50% of the target for secondary subject trainees was reached in 2023/24, down from 59% in 2022-23, and 79% in 2021-22. A fall of 30% in two years is an unmitigated disaster.<sup>8</sup>
8. And the Treasury evidence also highlights this saying: "In the teaching workforce, recruitment ... is under target for most subjects. Challenges are especially acute for Science, Technology, Engineering and Mathematics (STEM), where the Initial Teacher Training Census reports that providers only recruited 17% of the physics target and 36% of the computing target."<sup>9</sup>
9. Therefore, we agree with Department's assertion that "it may be necessary to go further within the pay system to address ongoing recruitment and retention challenges."<sup>10</sup>
10. And it must not be front-loaded or targeted to any one group of teachers. The Government's evidence from last year highlights the importance of retention as well as recruitment, stating: "Experienced teachers make up the majority of the workforce and are therefore critical to the school system and delivery of high-quality teaching for every child. Their expertise is substantial, and their contributions should be recognised and valued. These teachers also play a vital role in supporting and mentoring their early career peers and providing a pipeline for progression into future leadership."<sup>11</sup>
11. With this in mind, we are concerned about the amount of information the department has provided on levelling-up, bursary and other supernumerary payments. These payments are outside of the remit of the Review Body, who have no control or influence over how they are deployed, the amounts of money they attract, nor can they direct how they may be applied to achieve the remit set by Government.

---

<sup>7</sup> Government Evidence to the School Teachers' Review Body, (2023). p22.57

<https://www.gov.uk/government/publications/evidence-to-the-strb-2023-pay-award-for-teachers-and-leaders>

<sup>8</sup> DfE, Initial Teacher Training Census (2023/24)

<https://explore-education-statistics.service.gov.uk/find-statistics/initial-teacher-training-census/2023-24>

<sup>9</sup> His Majesty's Treasury, "Economic Evidence to Pay Review Bodies: 2024-25 Pay Round" Paragraph 3.14, Page 28

[https://assets.publishing.service.gov.uk/media/65e0a89b7bc329001ab8c1e5/2024-02-29\\_HMT\\_economic\\_evidence\\_to\\_the\\_PRBs\\_clean.pdf](https://assets.publishing.service.gov.uk/media/65e0a89b7bc329001ab8c1e5/2024-02-29_HMT_economic_evidence_to_the_PRBs_clean.pdf)

<sup>10</sup> Government Evidence to STRB (2024). Paragraph 127, Page 32

<sup>11</sup> Government Evidence to STRB (2023). p23.61

12. How is it appropriate to cite that, under the bursary scheme, “a new maths teacher in Blackpool, a new physics teacher in Darlington, and a new chemistry teacher in Swindon could be receiving the equivalent of £38,5702 starting salary next year, even before accounting for the next pay award,”<sup>12</sup> whilst vacancy rates remain stubbornly at some of their highest levels in over a decade.
13. This divisive and unequal approach to recruitment and retention means that other qualified teachers – those who do not meet the criteria for the Levelling Up Premium, are having to deliver lessons outside of their own specialisms, without any financial reward. How is that fair or reasonable?
14. The Government evidence notes that “the department has extended bursary and scholarship eligibility”<sup>13</sup> but the fact is that it remains outside the purview of the Review Body and therefore – other than to provide context, should not feature in this evidence submission.
15. When bursary and other additional payments are positioned such that, they take away from the hard work being undertaken by the vast majority of teachers who are ineligible for such reward, we have real concerns. And the inclusion of the National Insurance contributions cut from 12% to 10% as a particular benefit to teachers is ridiculous.<sup>14</sup>
16. The Treasury evidence to the Pay Review Bodies notes that “inflation has been more persistent than initially expected and remains above target”<sup>15</sup>
17. Inflation affects all education staff, support staff, trainees, teaching staff and school leaders. It is one of the key reasons that teachers are leaving the profession as wages are no longer sufficient to address the issues of workload and accountability. Teacher pay must be considered as a whole because it is the whole that supports recruitment and retention.
18. We note that the Independent Parliamentary Standards Authority has recommended a pay award of 5.5% to members of parliament, raising the salary to £91,346 – a rise of 41% in 15 years.<sup>16</sup> In comparison teacher pay has risen in a similar timeframe by around 22% in cash terms rising to a median average of £41,604.<sup>17</sup>
19. Richard Lloyd, the chair of IPSA commented that, “MPs do not decide what their pay should be.” We agree that it is right and proper for an independent body to evaluate and propose changes to the pay of public sector workers without the influence of MPs. And nor do we think MPs should influence the pay of our hard-working teachers.

---

<sup>12</sup> Government Evidence to STRB (2024). Paragraph 15, Page 8

<sup>13</sup> Ibid. Paragraph 57, Page 15

<sup>14</sup> Ibid. Paragraph 115, Page 29

<sup>15</sup> HMT, “*Economic Evidence to Pay Review Bodies*” Paragraph 2.3, Page 8

<sup>16</sup> Tim Baker, “MPs awarded pay rise”, Sky News

<https://news.sky.com/story/mps-awarded-pay-rise-to-91-346-by-independent-body-13094588>

<sup>17</sup> Department for Education, “*School workforce in England*” (2023)

<https://explore-education-statistics.service.gov.uk/find-statistics/school-workforce-in-england>

20. Once again, we urge the Review Body to exert its independence, to assess all of the available evidence and to make a recommendation based on what is needed to meet the expected demand for teachers, and to support effective recruitment and retention to the sector.
21. Community reiterate our call for a 6.5% pay award agreeing with the Department that the pay should be “distributed equally across all pay points on each pay range and across all allowances, without any additional targeting.”<sup>18</sup>

---

<sup>18</sup> Government Evidence to STRB (2024). Paragraph 118, Page 30

## **Workload and Wellbeing**

22. Community and our sister unions have all raised concerns about the delay to this year's review process with the remit being published as schools broke up for Christmas, and the Department failing to meet their own submission deadline. We are also concerned that other vital evidence such as phase two of the Department's own *Working Lives of Teachers and Leaders Survey* has yet to be fully published.
23. Community agree that, "teaching should be recognised as the important, highly qualified and essential profession that it is, and teachers' pay should reflect that".<sup>19</sup> This should be a reflection on their highly-qualified status, and as last year's Government evidence goes on to say, "the pay system should also reflect the significant contribution of experienced teachers and leaders to education."<sup>20</sup>
24. Workload must also be addressed. Together with pay, workload is the issue most frequently cited as the reason teachers leave the profession and the headlines from phase two of the Department's *Working Lives of Teachers and Leaders Survey* confirm that the position has not improved at all.
25. As we reported in the Joint Union Submission:  
The findings of the survey are stark. Full time teachers are now working on average 52.4 hours per week, up from 51.9 in 2022; and leaders are working on average 58.2 hours per week, up from 57.5 in 2022. 36% of respondents to the survey said they were considering leaving teaching in the next 12 months, compared with 25% who had that intention in 2022. Of those who had left teaching between 2022 and 2023, 67% indicated they were not likely to return.
26. The Office for National Statistics' *Time Use in the Public Sector* survey further backs this up with "workers participating in student management (including teaching), ... as their main activity did so for at least 6 hours of their working day."<sup>21</sup> This is important to note because directed time of 6 hours per day for 195 days would occupy 1170 of the 1265 directed time hours without any provision for planning, preparation, assessment (PPA) time, staff meetings or professional development (CPD).
27. And despite recent moves to reduce bureaucracy, the administrative burden contributes to "feelings of pressure and stress at work, and in some instances could lower the quality of their performance for their core responsibilities, if limiting the time they can dedicate to them."<sup>22</sup>
28. We are pleased with the work of the workload reduction group and fully expect to see the list of administrative tasks that teachers are not required to

---

<sup>19</sup> Government Evidence to STRB (2023). p8.9

<sup>20</sup> Government Evidence to STRB (2023). p12.19

<sup>21</sup> Office For National Statistics, "*Time use in the public sector, Great Britain*" (February 2024)  
<https://www.ons.gov.uk/economy/economicoutputandproductivity/publicservicesproductivity/bulletins/timeuseinthepublicsectorgreatbritain/february2024>

<sup>22</sup> ONS, "*Time use in the public sector, Great Britain*" (February 2024)

undertake, reclaim their place in the forthcoming School Teachers' Pay and Conditions Document.

29. We restate our position that Performance Related Pay should not form a part of the teacher contract and urge the Review Body and the Department to confirm its unequivocal removal for September 2024. This alone will have a huge impact on wellbeing and reduce workload for senior and middle leaders across our schools.
30. As we noted in our evidence last year and in 2022, another way to reduce teacher workload and improve wellbeing would be by increasing PPA time to 20%.
31. Noel-Baker Academy in Derby gives staff 20% of time for PPA and has seen huge benefits, not least in the areas of recruitment and retention. And Headteacher Ann Donaghy commented that investment in staff has led to, "improved pupil outcomes, bettering our teaching staff recruitment and retention, and giving us time to invest in really well-thought-out extracurricular provisions".<sup>23</sup>
32. Community reiterates our call on the Review Body to look again at the School Teacher Pay and Conditions Document and to consider increasing the basic amount of PPA time for classroom teachers to 20%. This does not have to be a wholesale jump but could be increased incrementally over the next few years as the availability of teachers increases.

---

<sup>23</sup> Grainne Hallahan in TES, "*Why doubling PPA could help tackle the attainment gap*" (2021)  
<https://www.tes.com/magazine/teaching-learning/general/why-doubling-ppa-could-help-tackle-attainment-gap>

## **Funding**

33. Community agree with the statement that, “the annual pay award serves to improve recruitment and retention, and to recognise the crucial role teachers play in the public sector.”<sup>24</sup>
34. We also appreciate that there continues to be considerable instability across the economy and urge the Review Body will need to be mindful of the now ‘baked-in’ impact of recent price rises and inflation.
35. However, we believe it is the role of the Review Body to assess the available evidence and to make a recommendation to the Department of what is needed to meet the expected demand for teachers, and to support effective recruitment and retention to the sector. We believe it is for the Government alone to determine the affordability of any recommendation. Therefore, once again, we urge the Review Body to exert its independence and make the necessary recommendations.
36. Any pay award that is less than the cost of inflation will prolong the decade-long downgrading of overall teacher pay and will send a message to the profession that they are not the valued workers that the Department’s evidence states.
37. The differential between public and private sector wages is at its widest for a decade. Indeed, according to recent research by the BBC, wages have failed to keep up with the rising cost of living for many UK workers, with teachers and nurses seeing more pay lost to inflation than workers in other sectors.<sup>25</sup>
38. Actions speak louder than words.
39. We need a fully-funded pay settlement. One that does not, again demand contribution from school budgets which have been cut to the bone. We need a settlement that addresses the years of underfunding and salary deflation for teachers and leaders, and pay that is sufficient to recruit, retain and value our teachers and leaders and meet the needs of our children.

---

<sup>24</sup> Government Evidence to STRB (2024). Paragraph 11, Page 7

<sup>25</sup> Rob England, “*What has happened to Pay in the UK?*” BBC. (2023)  
<https://www.bbc.co.uk/news/business-64944262>



## **Summary and Conclusion**

40. Teaching is an important and essential profession, which employs highly qualified and dedicated professionals, working long hours, but currently teachers' pay does not reflect nor reward that.
41. As in previous years, Community continues to make the case that any form of pay restraint is failing to incentivise the right kind of high calibre professionals to enter the profession. The graduate labour market is such that pay needs to be significantly lifted in order to be attractive and must remain attractive to retain qualified teachers into experience.
42. We are calling for a minimum 6.5% increase to each salary point and allowance, reminding the Review Body, that the Department's own evidence states that experienced teachers should be rewarded.
43. We also need to reward experience. The Government evidence goes on to say: "The pay system should also reflect the significant contribution of experienced teachers and leaders to education."<sup>26</sup> Therefore, any pay uplift should be fairly implemented to incentive teachers to remain in the classroom, maintaining the pay differentials so that there is real value in progression through the pay system.
44. The funding for schools, for the vital services that support them, and the specialist services that pupils and staff rely on has been slashed to such a level that in some areas it is no longer capable of fulfilling its role. We need renewed funding for our schools so they do not have to rely on cut-price or substandard options but can call upon specialist services from their local area, allowing teachers and classroom staff to educate.
45. The failure to address factors impacting on teacher wellbeing continues to cause teachers to leave the profession. Excessive workload, high levels of stress and unreasonable levels of accountability all must be addressed. Only when teacher workload is recognised and addressed will retention improve.
46. In addition to pay, and support workload reduction, we again call on the Review Body to consider increasing the basic amount of PPA time for classroom teachers to 20%. This does not have to be a wholesale jump but could be increased incrementally over the next few years as the availability of teachers increases.
47. What we need are:
  - fully-funded pay increases of at least 6.5%;
  - action to tackle and reduce workload;
  - an increase to PPA time from 10% to 20%; and
  - pay that is sufficient to recruit, retain and value our teachers and leaders and meet the needs of our children.

---

<sup>26</sup> Government Evidence to STRB (2023). p12.19