



Annual Report 2021

Report of National Executive Committee

NASUWT
The Teachers' Union

President

Angela Butler

General Secretary

Dr Patrick Roach

Honorary Treasurer

Chris Holland

FOREWORD FROM THE PRESIDENT

If there was anything our profession did not need after the unprecedented challenges of 2020, it was a year like 2021. Just as exhausted teachers and beleaguered schools limped their way towards the Christmas break, the new 'Delta variant' thwarted family Christmas plans and the reopening of schools in the New Year.

Our members rose to the challenge – displaying the same tenacity and resilience they have throughout the pandemic. As governments continued to tinker with the rules and guidance they issued to schools, our members simply 'got on with the job'. I continue to be amazed at how flexible and fleet-footed our profession has proved to be. We have all had to learn very quickly how to do things differently, but also effectively. In these challenging times, teachers have had to learn on the job, discover new skills and find new ways of working.

As a union, the NASUWT has had to do the same – finding new ways to engage with members and understand the issues they are experiencing. Whether through Zoom meetings, online surveys or interactive forums, we have kept in touch with what members on the frontline were thinking. As an organisation, we

will continue to support teachers in the challenges they will face in a post-COVID world.

One group that was hit worse than most was supply teachers. I was privileged to meet with many of our supply teacher members and to hear directly from them their concerns over how they had been treated by governments and by schools during the pandemic. The NASUWT sent repeated, consistent warnings that the mistreatment of supply teachers by employers, alongside the inadequate protections put in place by the UK Government, was a ticking time bomb that would explode into a full-blown crisis as the pandemic continued. Sadly, those predictions came true in 2021.

The original Coronavirus Job Retention Scheme – or 'furlough' as it came to be known – was a lifeline for millions of workers across the UK, but a lottery for many supply teachers who found

themselves without financial protection. The UK Government stood by as hundreds, and then thousands, of experienced, valuable supply teachers began leaving the profession. It was just one of many scandalous actions from the Government during the year, and one which has further damaged the provision of education.

While supply teachers were being frozen out, teachers in England were subject to a government-imposed pay freeze and those based in Scotland, Wales, Northern Ireland and beyond were hit by real-terms pay cuts. This was the reward for our key worker members, who were so flexible and worked so hard to keep things going during the pandemic. As the combination of inflation and rising energy bills started to bite at the end of the year, we know that this fight is only just beginning.



Phil Kemp, President

I am immensely proud of how our members have stepped up into action to protect their rights at work, to challenge unacceptable employer practices and to push back on excessive workload and pupil indiscipline. The level of disputes involving our members in independent schools has also been a source of immense pride, but also deep concern. It

cannot be right that these fee-paying schools, benefiting from huge profits, investments and cash in the bank, are rewarding teachers with the use of 'fire and rehire' tactics to force through inferior employment contracts and loss of pension entitlements. Our determined stance in successfully balloting members across the country to stop these practices exemplifies

what it means to be the NASUWT.

We are proud to have thousands of members who aspire to become, and do become, workplace representatives, ensuring a strong voice for members in every workplace. As the teachers' union, we are also proud of our members who are school leaders – often swimming against the tide of hostile employer practices, because they know the importance of putting teachers first.

With the support of all of our representatives and members, we are in a good place to insist that schools move away from the belief that they can only succeed by driving their workforce harder and harder, and recognising that good schools value workers.

As we move into 2022 and beyond, it is my belief that, with determined activity and activism, the NASUWT will continue to push for the changes that are necessary to assure the future of the teaching profession.



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SHAPING THE PANDEMIC RESPONSE

As 2020 made way for 2021, the impact of the COVID-19 pandemic continued to dominate the world of education. Despite the rollout of the UK's vaccination programme providing some comfort and reassurance, it also brought with it a degree of political complacency that continued to provide cause for concern for the NASUWT and our members.

By January 2021, the number of UK COVID-19 confirmed deaths had surpassed 100,000, while 99% of the country continued to struggle to live and work safely under tough local and national restrictions. Scientists and NHS leaders were among those joining the NASUWT in criticising failures in the UK Government's coronavirus strategy, highlighting areas where miscommunication and mishandling of the pandemic response continued to put lives at risk.

The promise of the 'five days of Christmas' in 2020 had already sparked controversy, confusion and chaos across the four nations and highlighted the deep divisions between the administrations in the devolved nations and in England. Specifically within education, the UK Government's abuse of its Coronavirus Act powers forced schools that were at risk to the virus to remain open, while inadequate guidance and last minute U-turns on examinations and free meals during school holidays made the already difficult job of

schools and teachers even harder.

The backdrop to these failings included the continued refusal of government officials and ministers to answer questions from the NASUWT over the need to publish their equality impact assessments of the pandemic. Nevertheless, we continued to hold ministers to account on this and other issues. Racial and other disparities also fuelled our calls for a full public inquiry into the Government's handling of the pandemic, which resulted in the Prime Minister and First Minister in Scotland confirming the establishment of independent inquiries to commence in 2022.

Reopening schools: striking the right balance

As the Delta variant swept the country, the NASUWT lobbied governments for an immediate move to remote learning. Despite some early progress, the start of the New Year was plagued by uncertainty due to dithering and delay from the Government. On 4 January, the Westminster Government eventually gave in to the

inevitable and acceded to our demands for remote learning.

During the period between January to March, the NASUWT sought to work closely with governments and administrations to inform and support the plans for reopening safely. The delicate balancing act continued; between keeping staff and pupils safe and minimising transmission levels in the wider community on the one hand, and the clear educational, economic and mental health imperatives of fully reopening schools across the country. The Union highlighted concerns about the demands being placed on members through the provision of remote education and the need for sustainable workload strategies to be agreed.

As ministers deliberated on when schools should reopen, the NASUWT kept at work, putting all employers on notice in terms of their statutory obligations for ensuring workplace health and safety, engaging with employers on the ground on their plans for the safe opening of workplaces, and offering advice and guidance on safety benchmarks and contingency plans. In preparing



for wider reopening of schools and colleges, the NASUWT lobbied for the effective rollout of CO₂ monitors, the use of face masks in classrooms and communal areas, a strengthened regime of onsite testing of pupils and self-isolation of close contacts, and calling for better support for schools facing intimidation and protests by anti-vaccination campaigners.

Fighting for teachers during the pandemic

Vaccinate to Educate

The NASUWT's Vaccinate to Educate campaign gained traction across the political spectrum, with politicians from

all UK nations expressing their support for the Union's demands for prioritising teachers for access to vaccines. Support continued, despite the Joint Committee on Vaccination and Immunisation (JCVI) decision not to recommend prioritisation by occupation, as a justified approach to supporting the safe and sustainable reopening of schools as quickly as possible. In many areas, NASUWT pressure did see teachers in special school settings being prioritised.

Long COVID

The NASUWT's Long COVID campaign was launched at our

Disabled Teachers' Consultation Conference, highlighting the need for awareness, recognition and support, and sparked widespread interest and coverage. Triggered by Office for National Statistics (ONS) figures that estimated around 1.3 million people were already living with Long COVID, and that the teaching profession was among the worst hit, the campaign calls for the disease to be recognised under the Equality Act and for better protection for those affected. The Union's campaign saw some progress in employers making reasonable adjustments for those suffering from the effects of Long COVID. The



NASUWT continued the year pressing for Long COVID to be recognised as a disability in law.

Supply Justice

We also worked to secure the right of teachers to job protection under the Coronavirus Job Retention Scheme (furlough). We fought to secure access to furlough for supply teachers, and whilst many supply teachers benefited, others were unable to as a result of decisions made by individual supply agencies. We continued to highlight how the pandemic had exposed the fundamental failure of the market in supply teachers, which continues to result in low

pay and failure to guarantee teacher supply in England.

Championing a teacher-led education recovery

In April 2021, we held our full Annual Conference, which was attended virtually by more than four hundred representatives. A strong message from the Conference was the importance of a teacher-led education recovery, supported by the recruitment of teachers and support staff, improvement in pay and conditions, reducing class sizes and working hours, and putting a greater emphasis on continuing professional development (CPD). The NASUWT Campaign Plan for

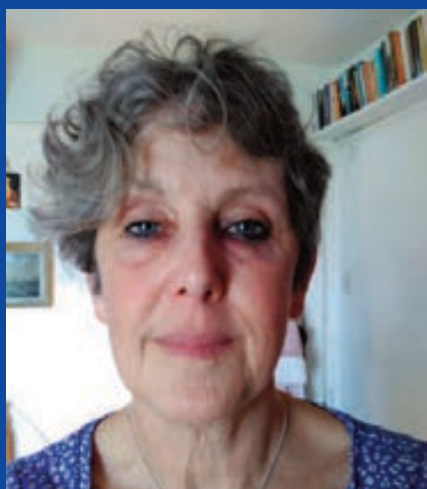
2021 highlighted the Union's key demands and was a focus for action across the country.

The Union pressed for additional funding for schools and children's services in the run-up to the Autumn Comprehensive Spending Review. Despite the rhetoric from Education Ministers across the country, the funding commitments to support education recovery fell substantially short of what was required, leaving pupils without vital additional educational and pastoral support, and schools having to pick up the pieces.



CASE STUDY

MEMBER TAKES UNWANTED EARLY RETIREMENT AFTER SUFFERING LONG COVID



Helen Leon
Cornwall Association

After a career spanning 25 years, our member, Helen Leon, faced an unwanted – and unexpected - early retirement, forced upon her by COVID-19.

Just days into the first national lockdown in March 2020, Helen, who is an English teacher in Devon, began experiencing COVID-19 symptoms. Her condition continued to worsen and she was taken to hospital on Easter Monday.

What followed was six months of serious ill-health, after which Helen took the difficult decision in January 2021 to take early retirement at the age of 57.

Helen said: "I decided I had to take early retirement, at least seven years before I would have even considered it pre-COVID-19. My pension halved and our

financial future is now very different."

While Helen's health is now slowly recovering, she is concerned about the hidden impact on teachers experiencing Long COVID.

She continued: "Seeing the number of colleagues ill with COVID-19, some of whom will go on to develop Long COVID, is heart-breaking. We need greater recognition and support for teachers with Long COVID so we don't lose more teachers like me from the profession.

"Schools also need proper air filtration and isolation for contacts. I passionately believe that we need to challenge the narrative that staff sickness is just an obstacle to keeping schools open at all costs."

FIGHTING ON PAY AND PENSIONS



The end of the 2020 pandemic year saw teachers thanked for their incredible work on the frontline with a pay freeze or below-inflation pay offers and awards. Throughout 2021, we fought for teachers' pay and pension arrangements that properly value the status of teachers and secure the basis for pay restoration across all nations, following a decade of real-terms decline.

Fighting the pay freeze

At the start of the year, we joined a mass lobby of parliament to protest the pay freeze and supported the TUC's calls on the Chancellor of the Exchequer to deliver a Budget that supports workers and families for as long as the pandemic continues.

We submitted evidence to the School Teachers' Review Body (STRB), focusing on the unacceptability of the public sector pay freeze and demonstrating that, contrary to the Government's claims, public sector pay awards were lagging behind those in the private sector. We called into question the Government's interference in the independent pay review body process by seeking to impose a public sector pay 'pause', making clear that the STRB should reject the limitations imposed by the Government.

Despite the STRB's Report acknowledging – and quoting from – the NASUWT's evidence, the Review Body complied with the Government, resulting in only

those teachers earning less than £24,000 (just 1.4% of the profession) being eligible for a pay award in September 2021.

The Report did make a number of other important recommendations, however, reflecting the NASUWT's concerns about evidence of widening inequality and discrimination within the teachers' pay framework and the failure of the Department for Education (DfE) to analyse and tackle the adverse impacts of the pay reforms introduced in 2013.

With teachers' pay declining by 18% in real terms over the past decade and indications that England's teachers are slipping further behind their counterparts elsewhere in the UK, we prepared a robust and coordinated response in the run-up to the Comprehensive Spending Review. As part of this, General Secretary Dr Patrick Roach took part in a TUC delegation meeting with the Chancellor of the Exchequer, demanding the lifting of the pay freeze and calling for an end to arbitrary decision-making from the

Government in respect of teachers' pay.

The Chancellor subsequently confirmed the lifting of the 'pay pause' (the Government's euphemism for the pay freeze) in the Comprehensive Spending Review statement. However, wider economic decisions impacting on the cost of food, fuel and energy, and the plans to raise national insurance contributions in April 2022, resulted in the Union raising further concerns about the cost of living crisis and its impact on teacher recruitment and retention. We also continued to make the case to the Government and employers to re-establish a coherent national pay structure, replacing performance-related pay with automatic incremental pay progression, and campaigned for the restoration of pay portability as an entitlement for all teachers.

The introduction of the Early Career Teacher (ECT) framework resulted in some schools attempting to withhold pay progression until ECTs had completed two years of induction. We secured



clarification from the Government that such practices were not consistent with the early career framework, and we provided our negotiating secretaries with materials to assist them in ensuring that pay policies were consistent with the Union's expectations.

Pay deals for sixth-form, academy and Church of England teachers

While pay offers were provided by the Sixth Form Colleges Association throughout the year, we have been vocal in our views that these offers do not go far enough. The 1.25% uplift in May 2021 and the paltry 1% increase (with an additional 0.5 for teachers on pay points 6, 7 and 8) was not accepted by the NASUWT on the grounds that it did not provide our members with adequate financial recompense or security to withstand the cost of living pressures.

Throughout the year, we reminded academy trusts that the public sector pay freeze did not apply to them and urged employers in the maintained and academy sectors to use pay progression arrangements to reward their teaching staff. We engaged regularly with academy employers, tabling pay claims and negotiating actively over pay awards for members. The Union also won success with a number of academy employers that agreed to break the link between teachers' pay progression and teacher performance, thereby removing a key source of discriminatory practice while also reducing the costs of administering an expensive and demoralising performance pay system.

A proposal to change academy and Church of England employment contracts was rejected by the NASUWT and,

following pressure from the Union, the proposal for 'non-adoption' of the School Teachers' Pay and Conditions Document and Burgundy Book conditions was dropped.

Protecting pensions

We began the year by continuing our opposition of the McCloud remedy, arguing that the Government's solution to the unlawful discrimination in the Teachers' Pension Scheme (TPS) excludes younger teachers, fails to remove the overarching discrimination in the TPS and would be paid for by scheme members.

We met with the Treasury to discuss the implementation of the remedy, scheduled briefings for members throughout England and the devolved nations and hosted webinars for recent retirees.

Our negotiations resulted in improvements in accrual across



We have remained committed to opposing the Restriction of Public Sector Exit Payments Regulations 2020, working closely with the TUC and other trade union affiliates, and issuing detailed advice on our website and to negotiating secretaries.



all UK pension schemes leading to higher pension benefits for teachers, before they were wiped out by the unacceptable decision of the Government to treat the cost of the McCloud remedy as a member cost, despite the remedy resulting from the Government's own lost court case.

We strongly opposed government proposals to introduce new arrangements that would allow for direct interference from the Government in the valuation process and outcomes.

We campaigned to tackle the impact of the pay freeze on pensions indexation, highlighting that affected teachers with final salary pensions stood to lose out financially in their retirement. We worked jointly with our sister unions to call on the DfE to amend the legislation, while also pressing employers to uprate individual salaries by at least £1 in order to trigger the indexation process.

As part of our Long COVID campaign, we also put forward proposals for additional ill-health retirement options for teachers, where affected teachers would be eligible to access their pension early on the grounds of ill-health relating to Long COVID, without adverse actuarial adjustment.

We have remained committed to opposing the Restriction of Public Sector Exit Payments Regulations 2020, working closely with the TUC and other trade union affiliates, and issuing detailed advice on our website and to negotiating secretaries.

Fighting for a better deal in Scotland

March 2021 saw the end of the previously agreed three-year

deal on teachers' pay in Scotland. The NASUWT repeatedly rejected unsatisfactory pay offers, which were both derisory and insulting of the hard work and dedication that continues to be shown by teachers every day, resulting in the launch of our Better Deal for Scotland's Teachers campaign.

We took up members' concerns, directing their anger at the Government and employers. In a survey of our members, nearly 90% told us that, if imposed, the current pay award would have a negative impact on their morale, while indicative figures suggested that 8 in 10 would be willing to consider strike action on this issue.

Disregarding the pay freeze in Wales

In a major win this year, the Independent Welsh Pay Review Body (IWPRB) rejected Westminster's pay freeze proposals following a submission of evidence by the NASUWT that it would result in a crisis of motivation and morale for teachers in Wales, a deepening of the teacher shortage and be considered an insult to teachers who have gone far beyond the call of duty during the coronavirus pandemic.

Teachers in Wales received a 1.75% pay rise in September and we are already preparing evidence for next year's remit, which will include consideration of a single classroom teacher pay scale structure and the return of statutory guidance to the School Teachers' Pay and Conditions (Wales) Document.

Pay progress in Northern Ireland

After several months of negotiations, teachers in

Northern Ireland were offered a 2% pay increase for 2020/21. This settlement represented tremendous progress in our pay campaign, given that pay was to initially be capped at 1%, with other conditions applied. Negotiations on the 2021/22 award continue but, as of the end of 2021, the Northern Ireland Executive had not offered a pay rise for this year.

Early in the year, members in further education colleges in Northern Ireland voted to take industrial action over a pay offer that was conditional on unions accepting detrimental changes to teachers working conditions, including increased teaching hours.

The dispute is ongoing and the NASUWT escalated action short of strike action. The employers came forward with a 2% backdated pay award to September 2019 and 2% backdated to September 2020 if unions agree to end industrial action and enter talks on the 2021 pay remit.



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STRONGER TOGETHER: The NASUWT lends its weight to joint trade union campaigns

The NASUWT played an active role in the work of the wider trade union movement, nationally and regionally, working side by side with sister unions on a wide range of issues that are important to our members and to workers across all industries and occupations.



Throughout the pandemic, we engaged in important debates and action in concert with the wider trade union movement, spanning workers' rights, key workers' pay, racial justice, health and safety, violence against women, and climate justice and environmental sustainability. We worked with our sister unions to oppose the practices of zero-hours contracts and outsourcing, which have combined to create a dangerously precarious employment situation for our supply teacher members, and we also joined forces with other unions on lobbying the Government and the Health and Safety Executive (HSE), urging stronger workplace protections on health, safety and wellbeing of workers during the pandemic.

Our joint calls for the establishment of an independent public inquiry into the Government's handling of the pandemic also delivered success.

Our General Secretary, Dr Patrick Roach, chaired the TUC's Anti-Racism Taskforce, which brings together leaders from across the trade union movement, together with leading civil rights organisations, to champion action against everyday racism at work, stronger safeguards against racial

disparities in the labour market, and for further action from trade unions themselves in leading by example.

Action on pay has been another strong focus for our joint work, as we witness a situation where the key workers who have kept the country going during the pandemic are rewarded with substantial below-inflation pay awards. The NASUWT has immersed itself in the fight on key workers' pay, calling for a new deal for working people. We stood with members of unions across all sectors and occupations in leading a mass lobby of the Westminster Parliament in protest against the UK Government's public sector pay freeze, and at a public sector pay protest in Scotland.

Although COVID-19 continued to dominate the headlines in 2021, the potential implications and outcomes of the Government's post-Brexit trade deal negotiations with the EU continued to weigh on the minds of businesses and workers. We raised our concern about the

implications for employment rights, workers' rights and consumer and environmental rights and protections. We continued to work together with the TUC, STUC, WTUC and ICTU to campaign and organise to protect jobs and living standards and to protect workers' rights.

As the year drew to a close, the COP26 Global Climate Change Conference in Glasgow provided yet another opportunity for the NASUWT to join forces with sister unions in the fight to tackle another – and perhaps the most important – issue facing our generation. With colleagues in the British and Irish Group of Teacher Unions, we also highlighted the need for determined action on the climate emergency and for climate justice, pointing out that education has a critical role to play in raising awareness and promoting sustainable practices, as well as standing up for climate justice, right across the world.

At COP26, the message from the NASUWT and other unions centred around the need for a

'just transition' to a greener economy, where decisions taken by governments and major employers to protect our planet are made in a way that protects jobs and the health and wellbeing of workers. Amid talk of a 'Green Recovery' from governments across the UK, we sent a clear reminder of the need for significant investment and action to create a sustainable economy and green jobs.

The NASUWT also took forward its commitment to become net zero by 2050. We are actively challenging our suppliers, contractors, partners and other third parties to ensure that they contribute to meeting our sustainability goals. We are actively auditing and improving our efforts to secure environmentally sustainable solutions in respect of our buildings, assets, services, investments, travel and transport systems, communications, distribution, packaging and food sourcing.



REPRESENTATIVES LIKE MICHAEL ARE THE 'BEATING HEART' OF THE NASUWT

In a year like no other, our network of school representatives has been making sure that members have had safe places to work – and we want to say thank you to them all.

There is no doubt that trade unions are best when members organise and work together collectively – and so we are calling on you to get involved too.

One member who recently became the NASUWT Representative in his school in

the London borough of Havering is Michael Smith. Michael believes it is a key time for members to get active and work together through their union to support and protect each other.

He said: "Given the current time and everything we're experiencing, it's important that members have a voice in their institution."

Since taking up his new role, Michael has helped make sure remote learning policies have been workload impact assessed

and that COVID-19 safety restrictions have been maintained. He has also helped to agree implementation of the current pay award and supported the continuation of continuing professional development (CPD) and training for staff throughout the pandemic.

There are many ways to get involved, and union representatives are entitled to time off for training and union duties. You can find out more at: nasuwt.org.uk/getactive.

CASE STUDY





CHAMPIONING WORKERS' RIGHTS

The NASUWT is committed to putting teachers first. In 2021, we stepped up to challenge unacceptable and abusive employer tactics, unfair treatment and the institutional inequalities that have emerged and been further exposed during the COVID-19 pandemic. Throughout the year, we delivered a comprehensive programme of briefings, training and campaigning activities to defend the rights of our members and to secure better places to work.

Defending your rights

This year, we have seen numerous employers look to take advantage of the pandemic and implement changes to teachers' working conditions that they would not have dared consider prior to the pandemic. The Union supported members in standing together to fight to protect their contractual terms and conditions, showing true spirit of trade union solidarity and collectivism, and we supported hundreds of members in numerous employer-focused disputes across the length and breadth of the country.

We worked with sister trade unions to highlight the need for better protections for members' rights at work, not least as a

result of continuing Brexit uncertainties, and challenged the UK Government to deliver on its promises to protect workers' rights. The long-awaited Employment Rights Bill, originally promised in 2019, has still not been introduced, leaving NASUWT members and all workers at the mercy of zero-hour contracts and the immoral use of fire and rehire tactics – matters we actively campaigned to highlight through our Supply Justice and Stop Fire and Rehire campaigns. We remained focused on pressuring the Government to prioritise workers' rights, to stop pursuing an anti-union agenda and to bring the introduction of this crucial legislation forward.

We stepped up to highlight concerns over the Government's Police, Crime, Sentencing and Courts Bill, which aims to clamp down on the right to public protest and constitutes a direct threat to trade union organising and to the rights of Gypsy and Traveller communities. The Bill includes a host of expansive policing and sentencing powers that will further entrench racial disparity in the criminal justice system. General Secretary Dr Patrick Roach signed a joint civil society letter calling for the Government to fundamentally rethink its approach, and we continue to strongly campaign on this issue for the benefit of our members and democratic rights in society as a whole.

We have also called for changes to the Fair Employment and Treatment (Northern Ireland) Order 1988 in Northern Ireland to ensure no teacher can be discriminated against when applying for jobs, regardless of their religion, garnering a wave of public and political support from those within and outside the profession.

No excuses for abuse

We have heard too many stories over the past year of verbal and



physical abuse in class, bullying and threats online and, in some cases, abuse from parents – particularly during periods of virtual teaching.

When surveyed, six per cent of teachers said they had been subjected to physical violence by pupils in the last year, while one in ten received threats of physical violence. Nearly four in ten have been subjected to verbal abuse from pupils.

The year also saw a spate of abusive postings about teachers on TikTok, which caused widespread outrage and distress among members. We worked with the UK Centre for Internet Safety through the Professional Online Safety Helpline (POSH) to support schools in ensuring that TikTok removes offensive content in a timely manner.

We have been vocal about our condemnation of the abuse of teachers. We called on governments and social media companies to do more to prevent defamatory and malicious allegations made on their platforms, and we urged all education ministers to mandate that robust measures are taken to protect teachers and to assist

teachers who have been subjected to online abuse or cyber harassment.

No teacher should be left at risk of abuse from pupils or parents and we highlighted the need for the proposed Online Safety Bill to be widened in scope to secure the right of teachers to work in safety.

Stop fire and rehire

Our fight for legislative change to close the loopholes allowing fire and rehire practices received cross-party support this year, capturing the mood of both politicians and the public.

Our members have lobbied hundreds of MPs across all political parties on the topic and we worked with the Labour opposition in Westminster to end the use of this practice, highlighting, in particular, an alarming number of disputes in independent schools. We led fringe meetings at the Conservative and Labour political party conferences and worked closely with Barry Gardiner MP in support of his Private Members' Bill.

Despite a positive response from Rt Hon Dominic Raab MP and the Prime Minister himself,

describing fire and rehire as “unacceptable as a negotiating tactic”, the Government blocked the proposed legislation and ordered Conservative MPs to vote against it.

Nevertheless, we have continued to call for attempts by employers to seek to force detrimental contractual changes onto teachers to be outlawed, and, with the support of our members, used industrial and legal action to try and stop this abuse. While workers should not be forced to take industrial action in order to protect themselves from exploitation, we will continue to support those who are left with no other choice.

Ensuring supply justice

Throughout 2020, we repeatedly warned governments that there would be an enduring crisis in supply teaching at the end of the pandemic as a result of further mistreatment of supply teachers, who have been dealt with a double blow of a lack of employment opportunities and access to furlough pay.

This year, we saw this crisis realised with teacher shortages across the country, as supply





A third of Black members told us that racism had got worse since the pandemic and over two thirds felt that their employers had not done enough to address the specific and increased risk that Black and minority ethnic staff face from COVID-19.



**Michelle Codrington-Rogers
NASUWT Ex-President**

teachers continued to walk away from the profession due to low pay, inferior pension rights and a lack of support.

Our Supply Justice campaign is calling for the Government to end the daily mistreatment of supply teachers, who face a race to the bottom on pay, exploitation and poor working conditions. We highlighted how this mistreatment, which disproportionately affects Black teachers, women teachers and disabled supply teachers, results in systemic and institutional discrimination as a result of teachers with particular protected characteristics being more likely to be employed on less favourable conditions.

Suggestions from ministers that schools should encourage ex-teachers to return to the profession and that student teachers in England can substitute for supply teachers highlighted government incompetence in the face of the teacher supply crisis. Our demand remained resolute on the need for the Government to end the exploitative market in teacher supply, as we continue to oppose the use of unethical supply agencies and fight for a national pay and conditions framework for all supply teachers, with guaranteed access to continuing professional

development, sick pay and redundancy and automatic rights to enrol on the Teachers' Pension Scheme (TPS).

Leading the fight on racial justice

In January, we kicked off the year with our annual Black Teachers' Consultation Conference. The event, held virtually for the very first time, registered more than 450 members and was chaired by the Union's first Black President, Michelle Codrington-Rogers. At the conference, almost a third of Black members told us that racism had got worse since the pandemic and over two thirds felt that their employers had not done enough to address the specific and increased risk that Black and minority ethnic staff face from COVID-19. As a result, more than half of those polled were, at the time, very worried about the full reopening of their school or college.

A 2b motion adopted at Annual Conference 2021 on Securing Racial Justice and Anti-Racism at Work endorsed the launch of our Big Conversation on Racial Justice, to further engage members in our ongoing Act for Racial Justice campaign and our leading role in the TUC's Anti-Racism Taskforce. During the year, our Big Conversation events, held in regions and

nations throughout the UK, encouraged all members to share their stories and concerns about racial justice in schools, colleges and within the Union. The feedback from these events is being used to develop our anti-racism work, campaigns, events and training programmes.

Member insight into employers' commitments to anti-racism helped us set a clear agenda when calling for governments to do more to eradicate racial discrimination.

We wholeheartedly condemned the UK Government's report of the Commission on Race and Ethnic Disparities, which failed to grasp the realities of the UK's Black communities and further deepened the scar of racial injustice in our country by attempting to downplay the impact and existence of clear, systematic racism. As part of our efforts to drive long-lasting change in society, we also called for changes to teaching frameworks so the curriculum properly reflects the contributions made by all communities, and we took forward the development of a national framework on decolonising the curriculum. We also helped to secure action from governments, including a commitment to include Black, Asian and minority ethnic

histories to the statutory curriculum in Wales and via the Scottish Government's Race Equality and Anti-Racism in Education Programme.

Saying no to sexual violence

Amidst heightened public awareness and concern about violence against women following the high-profile murders of Sarah Everard and teacher Sabina Nessa, we demanded that the Government step up its action to end sexism and misogyny. We added our signature to the TUC-led joint statement '*We demand safety. We demand justice. We demand equality*', which called for a new mandatory duty on employers to prevent sexual harassment at work. It also called for the inclusion of migrant women within the Domestic Abuse Bill provisions, the reversal of public service cuts to life-saving services for domestic abuse and sexual violence survivors, and more.

Following months of coordinated campaigning, we secured a huge political win with

the Government's ratification of the ILO Violence and Harassment Convention 190, which commits the Government to tackling sexual violence in the workplace. With a growing body of evidence showing that sexual harassment and violence against women is increasing, this promise has not come soon enough.

During this year's Women Teachers' Consultation Conference, one in ten delegates polled said they do not feel safe or are concerned and anxious about their safety at work, while half said they are not aware of any policies or processes in their workplaces to address the problem of increasing sexual harassment and violence in schools. Outside the classroom, one fifth of delegates said they do not feel safe or are concerned and anxious about their safety.

While it is important that this commitment has been secured, our efforts will now turn to calling on the Government to establish what this will mean in

practice and to implement strategies that will respect, promote and realise the right of everyone to a world of work free from violence and harassment.

We are also committed to tackling peer-on-peer sexual harassment, starting with our work with BBC Radio 4's *File on 4* to survey teachers regarding in-classroom abuse. One in ten respondents said they witnessed sexual harassment or abuse of pupils by other pupils on a weekly basis and more than half said they did not think adequate procedures were in place in their schools to deal with this. The Government has now committed to tackling this issue as part of their wider work to keep children safe in school.

Protecting disability rights

The pandemic continues to have a wide-reaching impact on disabled members. During our Disabled Teachers' Consultation Conference, members discussed disability equality rights and shared experiences and ideas for the future of the Union and profession.



OPENING UP THE CONVERSATION ON RACISM

Our Big Conversation initiative has encouraged members from all ethnic backgrounds to share their experiences of racism and discrimination in the workplace.

A survey linked to the project has underlined the scale of the problem, finding that:

- more than half of Black teachers have experienced verbal or non-verbal actions regarding their race;
- nearly three quarters of Black teachers have experienced or witnessed racial discrimination or harassment;
- only one quarter of teachers felt that enough was already being done in schools and colleges to promote racial justice;

- just 21% of all teachers told us they had received specific training on racial equality in the past two years;
- around 50% of teachers say they are not confident about reporting racial discrimination, bullying or harassment to their employer because they feel they will not be taken seriously, or supported, or because they believe they would be victimised by their employer.

We are using the findings of the Big Conversation to develop a programme of actions that deliver on anti-racism, with the aim of empowering our Black members in their workplaces and using the collective power of the Union and its members to drive forward tangible change for racial justice at work.

CASE STUDY



The Big Conversation provides a platform for educators to voice their concerns about racial inequalities in the workplace, in teaching and in society. I believe that injustice anywhere is a threat to justice everywhere. It also brings members from my area together, providing collaboration, cohesion and networking.



Javay Welter
Birmingham Association

The conference poll revealed that nearly three quarters of disabled teachers have experienced difficulty accessing their usual external support during the pandemic, and more than three quarters noticed a decline in their mental health and wellbeing over the last 12 months. Only a third of disabled teachers believed their employer had done enough to address the specific and increased risks that disabled staff faced from COVID-19 and just under a third said they were able to access the reasonable adjustments they needed in the workplace during the pandemic.

In marking Disability History Month, the Union hosted events on disability history, ableism and understanding neurodiversity. We continue to promote the

social model of disability, which highlights the impact of societal barriers on disabled people and their access to equal workplace rights.

Supporting LGBTI members

In February, the real-time poll at our annual LGBTI Teachers' Consultation Conference revealed the extent to which enforced periods of isolation during the pandemic have had a significantly disproportionate impact on LGBTI people.

More than 80% of delegates said that lockdown had a worsening impact on their mental health and wellbeing, while nearly a quarter said they had to seek specialist support for their mental wellbeing during this time. More than a third said they thought homophobia, biphobia and transphobia had worsened

over the pandemic period, with many members stating they had noticed a rise in prejudicial and hateful language being used online.

This year's conference provided a safe space for LGBTI members to network and to share their views and experiences, and we continue to campaign to ensure that recovery from the pandemic has, at its roots, a culture of inclusion and equality, in and out of school. We believe we can combat the isolation our members have felt over the past year by ensuring there is zero tolerance within every school for LGBTI prejudice and by ensuring the curriculum is fully inclusive of diverse sexual orientations and gender identities.



Racial inequality and injustice is apparent in schools and colleges. The Big Conversation allows us to have a platform and to express our views and not suffer in silence. I think the Big Conversation is important because together we can tackle racial inequality and injustice. The Big Conversation keeps us together and makes us stronger.



Ayanna Serwaa
Richmond Association

“

IT IS VITAL THAT DISABLED AND NEURODIVERGENT TEACHERS BECOME MORE ACTIVE WITHIN THE NASUWT. WE HAVE FACED ENORMOUS CHALLENGES THROUGHOUT COVID-19 WHERE THE GOVERNMENT HAS SHOWN THAT IT IS NOT PREPARED TO RECOGNISE OR PROTECT THE DIVERSITY OF THE TEACHING WORKFORCE OR THE YOUNG PEOPLE WE SERVE.

Kathryn Downs

“

MY UNION, THE NASUWT, HAS BEEN REALLY INSTRUMENTAL DURING THIS PANDEMIC. OUR VACCINATE2EDUCATE CAMPAIGN HAS BEEN REALLY KEY FOR ALL TEACHERS AND ALSO FOR US TO RETURN SAFELY BACK INTO THE CLASSROOM.

Ruth Duncan

“

The Big Conversation is vital because it brings important topics to light about which we need to have conversations which may be uncomfortable. Wider engagement with all members is paramount. We can no longer remain silent about issues that may not affect us personally; we need to have a serious conversation.



Andrea Welter
Walsall Association

“

WHEN I ATTENDED MY FIRST NASUWT CONFERENCE, I FELT PASSIONATELY THAT I NEEDED TO SPEAK ON A MOTION ON BULLYING AND WANTED TO SHARE MY STORY WITH OTHERS. WHEN I DID THIS, I FELT SUPPORTED BY THE NASUWT AND I WANTED TO BECOME MORE INVOLVED IN THE UNION TO SUPPORT OTHERS GOING THROUGH SIMILAR EXPERIENCES OF BULLYING.

Lara Morris

Members' Feedback



100% of Women Teachers' Consultation Conference attendees rated the panel discussion *Women Taking the Lead Globally* as excellent or good.

"From attending the conference, I feel empowered and very much part of an amazing NASUWT family."

Women Teachers' Consultation Conference attendee.



97% of attendees would recommend the Black Teachers' Consultation Conference to a colleague or friend.

"I have gained a greater awareness of strategies necessary to tackling inequalities against women in the workplace."

Black Teachers' Consultation Conference attendee.

"Today has genuinely been amazing, I would go as far as saying life-changing – at one point I was in tears of both catharsis, but I also felt joy to see such inspiring, motivating and passionate delivery."

Black Teachers' Consultation Conference attendee.



92% of Disabled Teachers' Consultation Conference attendees rated the virtual experience as excellent or good.

"This union has helped me enormously in my journey of coming out and I will always be thankful for friendships and acceptance from people in the union. Of course, there is always more to do."

Disabled Teachers' Consultation Conference attendee.



DEVOLVED NATIONS



In addition to our battle for adequate pay awards, across the UK we have sought to address concerns of members, fighting for teacher protections during the ongoing pandemic and to ensure teachers are at the heart of education and qualification decision-making. Resolutions from our three Conferences in Scotland, Wales and Northern Ireland have dictated our activity in these nations.

Protecting our teachers

Scotland

The NASUWT has continued to lobby the Scottish Government and employers to take appropriate action to protect the health and safety of teachers. Some of our demands, such as the wearing of masks by teachers and secondary school pupils, were implemented and the Union's lobbying also saw success with the introduction of CO₂ monitoring and additional funds committed to improving airflow.

Long COVID was a key issue for members attending this year's Scotland Conference, and we firmly campaigned for special pay provisions during negotiations and briefings with Members of the Scottish Parliament.

We also addressed a conference resolution to protect teachers in the face of increasing pupil violence. This involved meetings with Education Scotland and the Scottish Advisory Group on Relationships and Behaviour in Schools. As a result of suggestions from the motion, we successfully balloted for action in a school experiencing widespread indiscipline.

Wales

Throughout the year, we continually lobbied the Welsh Government to ensure protections for teachers in the face of ever-changing and contradictory COVID-19 guidance, with representation on the Schools Social Partnership Forum and the Managing Workload and Bureaucracy Group, and via

weekly meetings with education officials.

In September, Operational Guidance was replaced by the Operational Framework, which allowed for more local decision-making, despite our concerns raised during the consultation period. This resulted in many safety measures being removed from classrooms.

The Welsh Government promised to introduce CO₂ monitors following representations made by the NASUWT.

Northern Ireland

Efforts in Northern Ireland this year focused on ensuring important protections for teachers. This included an agreement that teachers on long-term supply would not be treated differently to full-time staff and would receive

pay for the period they were engaged to work – even if the school had to close.

We ensured teachers would not be required to undertake performance reviews throughout the 2020/21 school year, and that this would not affect pay progression. We also reached an agreement that any staff working voluntarily to facilitate the exam appeal process would receive this time off in lieu.

Members attending this year's Northern Ireland Conference also raised concerns regarding the harassment of teachers and lecturers and the lack of policies in place to protect them. We robustly responded to reports of teacher harassment, highlighting the issue in the media and, as a result, the operation of the Teachers' Negotiating Committee's policy statement on violence against teachers is to be reviewed.

Fighting for teacher-focused education reform

Scotland

Since our Scotland Conference, we have advanced a number of resolutions relating to education.

We called for a Scottish education system that empowers frontline class teachers in our consultation response on Education Reform, providing evidence to the Education Committee and meeting with Professor Ken Muir CBE and the Practitioner and Stakeholder Advisory Group throughout the year.

We also met with the Director of Education Reform and presented our concerns regarding the Scottish Government's implementation plans following the Organisation for Economic Co-operation and Development (OECD) review of Curriculum for Excellence.

Other resolutions resulted in our successful fight for free music

education and, of course, our opposition to the prospect of the repeat workloads experienced by teachers delivering assessments this year.

Wales

The curriculum and qualifications were also key conference resolutions in Wales.

We issued a press release in response to Qualifications Wales' decision on subjects for future GCSEs in light of the Qualified for the Future report, called for a delay over the implementation of the new curriculum until 2023 and alerted negotiating secretaries to concerns over the loss of certain examination subjects.

We successfully ensured a one-year postponement of the new curriculum in Year 7 for schools that were not ready, and we continue to challenge.

The Conference also called for the lobbying of the Welsh Government to reform Estyn, and we met with the body to raise concerns over the nature of its engagement visits and successfully challenged it to remove any inspectorial language from its engagement visit process.

Towards the end of the year, we launched our Local Management of Schools Campaign, opposing the exclusion of governing bodies from the Social Partnership Bill.

Northern Ireland

Northern Ireland Conference attendees made clear their view that education reform in Northern Ireland is long overdue, welcoming the launch of the Independent Review of Education. We made clear our opposition to academic selection at ages 11 and 14.

Concerns regarding school leader workloads, class teacher workloads, remote learning and the calendar year were all raised and have been important focusses for the Union throughout the year.

We drafted terms of reference for the school leaders working group, engaged with the Department of Education to ensure workload was eased in relation to performance review and staff development, and reached an agreement with employers recognising that teachers cannot be obliged to work on days which are not contiguous with pupil holidays.

MAKING EDUCATION LGBT INCLUSIVE IN SCOTLAND

The NASUWT is one of the partners behind the creation of a new website which supports teachers in Scotland to embed lesbian, gay, bisexual and trans (LGBT)-inclusive education across the school curriculum.

The website, lgbteducation.scot, provides teachers with LGBT-inclusive teaching resources, training on how to make sure the curriculum is LGBT inclusive and advice on supporting LGBT children and young people.

CASE STUDY

Aberdeenshire Secretary Nik James represents the Union on the Scottish Trades Union Congress LGBT+ Workers' Committee, the LGBT+ Cross Parliamentary Group and the LGBT Inclusive Education Implementation Group.

He said: "While it is true that the young people of today are far more accepting of different gender and sexual identities, the majority are masked by those that choose to abuse, in real life or online."



REPRESENTING TEACHERS WHEREVER THEY WORK



We are committed to making sure that geography does not get in the way of the NASUWT's strong and unrelenting representation of our members and that is why we are active not only on behalf of our membership across the UK, but also in the Channel Islands, Isle of Man, Gibraltar and beyond.

Throughout 2021, we have remained committed to making sure that teachers, wherever they work, have access to union support as they continue to grapple with the impact of the pandemic and other particular issues facing the profession in their region.

Gibraltar

We have been focused on supporting members in Gibraltar with a particular emphasis on pandemic-related issues, most notably in terms of providing risk assessments for vulnerable staff members, highlighting the importance of the roll-out of booster vaccines for teachers and drawing

attention to the complexities surrounding Long COVID for the profession. At the same time, we have been heavily invested in equality proofing to make sure procedures designed to underpin the equality objectives of public policy are achieved in the territory.

We challenged government complacency over teacher supply, the misuse of fixed-term contracts and low pay.

Our proposal for the creation of a long-overdue Gibraltar School Teachers' Pay and Conditions Document gained real traction in helping to address and resolve a range of terms and conditions issues in the future.

The formation of an NASUWT supply teacher members group has enabled members to come together to discuss, tackle and resolve common problems in the territory.

Isle of Man

After many years of fraught relationships with the Isle of Man Government, there was renewed hope that the Union's forensic engagement of issues, together with new leadership at the Department of Education, Sport and Culture, will result in tangible improvements to the terms and conditions of our 600 members working on the island.

The creation of a partnership forum is enabling us to address



WE MAKE SURE THAT TEACHERS, WHEREVER THEY WORK, HAVE ACCESS TO UNION SUPPORT AS THEY CONTINUE TO GRAPPLE WITH THE IMPACT OF THE PANDEMIC AND OTHER PARTICULAR ISSUES FACING THE PROFESSION.

long-standing issues affecting teachers on the island. It has been successful in producing new performance management policies that have transformed the Isle of Man from one of the most punitive systems to one of the most supportive. One particular area that is cause for celebration is a removal of the link between pay and performance. In addition, the partnership has devised and agreed new supportive absence management and capability procedures, which will have a positive impact on teachers on the island.

Guernsey

Although the COVID-19 pandemic continued to impact on Guernsey, we have kept the pressure on the States of Guernsey over its response by raising issues and securing tangible improvements to protect and support members.

Another challenge we have been dealing with on behalf of members on the island is the secondary school reorganisation, which continues to be the biggest concern for the future of education in Guernsey. The NASUWT has been diligent in managing a constant and thorough communications campaign on

behalf of members to not only convey their concerns about the changes, but to also amplify the need for the right policies and procedures to be in place to enable a successful transition.

Jersey

Unsurprisingly, COVID-19 dominated much of our work with the Government of Jersey in 2021, with a particular emphasis on securing additional protections and mitigations for members on the island.

Towards the end of the year, we were pleased to see the Education Reform programme addressed for a third time after the previous two attempts were derailed by the pandemic.

At the centre of the reform is a pledge by the Government, following an independent review of school funding, to invest millions of pounds in its education system as part of a long-term programme of change to make it 'as successful as the best in the world'.

We broadly welcome the programme and we are particularly pleased to see that outstanding agreements from the 2019 pay dispute settlement. Moving this particular element forward on behalf of members will be a focus of ours in 2022.

Defence children services (DCS)

In 2021, we continued our work with DCS, which provides schools and educational support for the children of HM Armed Forces, Ministry of Defence (MOD) personnel and MOD-sponsored organisations stationed overseas.

The focus for the year fell heavily on the secondary school restructure in Cyprus, which resulted in a members ballot and planned strike action.

As strike action is always a last resort, we continued negotiations with DCS until the very last minute, which enabled us to call off the action after securing improvements for members. These improvements included a commitment for a monthly meeting between DCS and our representatives, as well as a full and final review of the implementation of the secondary school restructure.

This is not the end of the story, however. We continued to press DCS to change its approach throughout the year in areas that affected members, and we are committed to continuing to do so in 2022.



WINNING FOR OUR MEMBERS

We make no apology for putting teachers first and using our collective voice to campaign for our members – and 2021 saw no exception to the rule.

It is absolutely vital that teachers and school leaders have the right working conditions and a quality of life that enables them to focus on their core role of teaching and learning – and it is these values that have underpinned our action across the country.

The year was busy with industrial disputes challenging employers over matters principally including excessive workload, pupil behaviour, adverse management, adverse changes to pensions, trade union recognition and failure to consult. These disputes demonstrated the capacity of the NASUWT to secure gains for members.

The situation in the independent schools sector has been cause for concern, with significant numbers of employers seeking to withdraw from the TPS through the tactical use of dismissal and re-engagement in order to threaten members. We have raised these concerns with ministers, the Independent Schools Council and the Independent School Bursars' Association, reminding them that the NASUWT will not hesitate in taking action to protect the contractual rights of its members. We continued to authorise ballots in schools where members confirm support for action on the issue,

while also exploring other routes to challenge employers over their actions.

We applaud members who, throughout the year, took a stand and made employers sit up, listen and act in response to positive industrial action ballots and strike action. It is not always easy to stand up and be counted – but it is always important to protect pay, pensions and conditions of service and to resist adverse and bullying management practices.

There is no question that our action – school by school and employer by employer – proved, yet again, to be the best line of defence for our members. We have seen members who, even after the year they have endured, were more ready than ever to unite and take action. Where we are successful industrially, we saw the benefits in terms of member recruitment and retention and a stronger NASUWT voice in the workplace as members join us and join in.

Despite the challenges of the year, most notably dealing with the impact of the pandemic, we have been encouraged by the huge ballot mandates, and in many cases, we saw ballots with 100% turnout and overwhelming support for action, once again showing our capacity to defy the Government's anti-trade union legislation.

Fighting for further education lecturers in Northern Ireland

While teachers working in all sectors of the education system face many similar challenges and concerns, we are all too aware that further education lecturers face particular issues and challenges.

One of the biggest issues facing lecturers in Northern Ireland in 2021 has been the demand of employers to link any pay increases to detrimental changes in lecturer contracts. These changes include increasing student contact time from 828 hours to 860 hours per annum over three years.

We supported NASUWT members who voted to take



NASUWT members in Yorkshire and Humberside taking strike action in defence of Teachers' Pensions in independent schools.

industrial action because of pay falling far behind inflation and significantly behind that of teachers in schools doing the same job. Lecturers were offered a 7% rise, paid over a four-year period, but this is dependent on employers making significant cost savings elsewhere.

Securing a better deal for our Isle of Man members

In 2021, as the largest teachers' union in the Isle of Man, we lodged a dispute with the Department for Education, Sport and Culture (DESC) over pay, pensions and conditions of service, including terms and

conditions and pay and appraisal processes.

Currently, action has been paused following significant positive movement from the DESC on a number of issues, including the end of performance-related pay, as well as significant progress regarding the Trade Union Recognition Agreement. A full review of terms and conditions, to include the operation of rarely cover, has also begun.

Backing of a specialist legal team

We have not just been securing wins through industrial disputes. NASUWT members have also

continued to take advantage of legal support from Thompsons Solicitors to bring cases against employers culpable of unfair and illegal work practices.

Throughout 2021, we secured £14,815,251.03 in compensation for members who had been injured or treated unfairly by employers.

One member who received compensation after being poorly treated by her employer is Alison Grant-Ryder.



£78,000 COMPENSATION FOR DISMISSED TEACHER

NASUWT member Alison Grant-Ryder was wrongly dismissed from her job after developing life-threatening asthma – so she turned to the NASUWT for support.

Working with our legal representatives, we have been able to help her secure £78,000 in compensation.

Alison, who is a drama teacher, developed asthma after her classroom was refurbished. She believes that work – along with the regular use of aerosols by pupils – caused the condition.

Worryingly for Alison, her

asthma resulted in respiratory problems at school which would sometimes result in paramedics being called or her admission to hospital. It also led to unavoidable absences from work.

However, by the time of her dismissal, Alison's asthma was under control. She felt that her employer had not treated her fairly or taken into account the improvement in both her health and attendance.

She said: "When I received my letter of dismissal, I felt my world had ended and any sense

of security I had enjoyed up to that point was destroyed."

Alison's dismissal had huge repercussions in terms of her mental health and financial security. Aged in her early 60s, she has struggled to secure a new teaching post and relies on supply work.

We helped Alison to bring an employment tribunal against her former employer to compensate for her loss of earnings.

She said: "Without the support of my union, I would not have achieved this result."

WEBSITE AND SOCIAL MEDIA SUCCESS

The NASUWT website received more than 5.7 million unique page views over the year. Some of the most visited pages of the website were:

- Teachers' Notice Periods and Resigning From Your Job;
- COVID-19 Update Spring Term 2021;
- NASUWT calls for an immediate national move to remote education;
- Pregnant Teachers in Third Trimester during the COVID-19 Pandemic (England);
- Statement on reopening of schools in England.

Facebook followers increased 17% to 31,110.

Twitter followers increased 14.6% to 42,950.

JOB-SHARING ROLES IN YOUR UNION

Our network of school representatives and local activists is the lifeblood of the NASUWT and critical to ensuring a strong union voice in every workplace. What you may not know is that an NASUWT Representative can be a job share too.

The way it works is that two NASUWT members can hold the same elected role by sharing responsibility and accountability. They both need to be elected by members and then between them agree how to share the responsibilities of the job.

Beverley Alderson and Nigel Williams have been sharing the role of NASUWT Devon Secretary since last year.

Beverley said: "I'm a deputy head and a negotiating secretary. While both roles are demanding, the fact that one is a job share lessens the pressure. I'm able to work on specific days for each role, which helps me manage and compartmentalise the different responsibilities."

NASUWT UPDATE

Throughout the year, we published 21 editions of **Update**. The most viewed articles of the year included those linking to the COVID-19 advice hub, updated guidance on remote teaching and learning, an article on pregnancy health and safety assessments, a piece on directed time guidance and a feature on the Stop Fire and Rehire campaign.

Update continues to be an important source of information for members and a highly valued tool for the NASUWT to keep members informed throughout the year. To subscribe, visit www.nasuwt.org/update.

TACKLING THE WORKLOAD CRISIS



Tackling the systematic workload crisis in our profession continues to be a key challenge for the Union, as we remain committed to the health and wellbeing of our members.

The depth of the workload crisis cannot be overstated and has intensified during the pandemic, resulting in a deepening teacher morale and retention crisis.

A growing impact on mental health and wellbeing

The responses to our Big Question survey in 2021 continued to show, in no uncertain terms, that workload is the number one concern of teachers across the UK.

COVID-19 was a clear driver of excessive workloads, with teachers in the highest COVID-19 rate areas 4% more likely to report excessive workloads than teachers in the lowest COVID-19 rate areas.

Results from our Wellbeing at Work survey in December also revealed that four in every five members say that the stress of the job increased in 2021, while half say that workload has negatively affected their physical and mental health.

Throughout the year, we highlighted these concerns to all governments and administrations and pressed for urgent contingency measures to tackle a workload crisis which continues to drive teachers out of the profession.

Bureaucracy is at the heart of the workload crisis

We have been clear that governments must use the levers at their disposal to ensure that schools take action to cut workload and bureaucracy, and to release teachers from tasks that are not productive or conducive to supporting effective teaching. We also pressed for a limit on the working time of teachers and for employers to respect teachers' existing contractual rights and entitlements

(including in respect of planning, preparation and assessment time, directed time and cover for absence).

We addressed various governmental meetings on the workload crisis, including the Department for Education's (DfE) Trade Unions Meeting on Teacher and School Leader Workloads, the Secretary of State Workload and Wellbeing Roundtable, the Welsh Government Managing Workload and Reducing Bureaucracy Group, the OECD Practitioner Forum in Scotland, and the Northern Ireland Pay and Workload Agreement Transition Group.

We also pressed inspection bodies to ensure that teachers' workloads were front and centre of their approach to the





THE WORKLOAD BURDENS ASSOCIATED WITH REMOTE EDUCATION PERSISTED THROUGHOUT THE YEAR. WE CONTINUED TO RAISE MATTERS RELATING TO THE PROVISION OF REMOTE EDUCATION AND UPDATED OUR ADVICE AND GUIDANCE TO MEMBERS.

resumption of routine inspection activity.

We saw some progress in Northern Ireland, with four of the nine reviews identified in the 2020 Pay and Workload Agreement getting underway, all of which directly or indirectly affect teacher workloads. However, we continued to express concerns over the rate of progress being made in taking forward these reviews.

We continued to make the case that to improve the quality of time available for teaching and learning, governments will need to ensure more in-class support, reduce bureaucracy, remove tasks that do not need to be fulfilled by teachers, secure professional time for planning, preparation, assessment and management of the curriculum, streamline accountability and reduce class sizes.

Mismanagement of teacher-assessed qualifications

From the outset this year, we anticipated a looming workload crisis and pressed administrations in each nation to confirm how their assessment plans would be manageable and sustainable for schools and teachers.

We have continued to engage with relevant bodies across the UK on plans for qualifications this year, making clear our position that simply re-running

last year's arrangements or re-imposing pre-pandemic arrangements, with no effective mitigations taking into account disruption and pressures on the workforce, would not be acceptable. We have also been clear that it would be wholly unacceptable to expect any repeat of the workload demands members dealt with in 2021 into 2022.

A highly successful members' event involving representatives from the Scottish Qualifications Authority (SQA) took place early in the year. Members were able to directly question SQA and raise concerns on the plans proposed for national qualifications. We also took part in a panel session with the Scottish Parliament Education & Skills Committee to discuss the implications of the SQA proposals for assessment.

We met with the WJEC to express our concerns over the workload implications of the Centre Determined Grades (CDG) plans being submitted by secondary schools, but the body continued with its existing process without taking our representations into consideration. We then met with the Welsh Government to identify schools where workload issues were at their most severe, which also decided against intervention.

Inevitably, the workload

tsunami arrived and while some schools sought to manage teachers' workload pressures, too many carried on regardless. The Welsh Government eventually acted, stating that the £8 million allocated for transition following the pandemic could be used to facilitate the CDG process, but it was too little too late.

Ahead of the summer holidays, we secured a number of safeguards regarding the conduct of appeals processes following concerns that schools and teachers would be open to undue pressure from candidates or parents in respect of the centre-based grading process.

Hybrid teaching exacerbating workloads

The workload burdens associated with remote education persisted throughout the year. We continued to raise matters relating to the provision of remote education and updated our advice and guidance to members.

We initiated a successful joint initiative with the BBC, hosting a webinar for members across the UK on using the BBC's Bitesize and Teach resources to ease workload burdens associated with remote education. We also engaged with the Oak Academy on further development of its remote and blended learning offer for schools.

Summer school proposals

In England, the DfE set out its plans for the roll-out of summer schools. Following pressure from the NASUWT, the UK Government confirmed that support for the summer schools programme would be voluntary only for teachers.

We continued to consider the impact of summer school provision and further pressure to bring about changes to the school day and school year. We continue work to safeguard members in the event of such changes taking place.

Support for pupil mental health and wellbeing

It is not just our teachers who are being increasingly impacted by poor mental health and wellbeing.

The number of children with clinically significant mental health conditions has risen year on year and by 50% in the last three years alone. Last year saw a 35% increase in referrals to children's mental health services, but only a 4% increase in children actually receiving support.

We launched our campaign calling for school-based counselling, working with Citizens UK, NSPCC and the British Association for Counselling and Psychotherapy to secure the statutory provision of schools-based counselling in every primary and secondary school in England.

We welcomed the UK Government's pledge of more than £17 million towards upgrading mental health support in schools and the Scottish Government's commitment to school-based counselling.

We have been steadfast in our message that teachers cannot be expected to fill the gaps caused by cuts to mental health and wellbeing provision over the last decade. We hope that this funding will not only provide children in our communities with the dedicated and specialist support they need, but will also reduce the onus on teachers by a government adamant on squeezing as much as possible out of our already overworked and underpaid members.

The NASUWT workload checklist

We know the impact of COVID-19 on our members has been immense, so we published an extensive suite of guidance and support materials on managing COVID-19 in schools.

The workload checklist provides a list of questions enabling members to work safely and effectively during the pandemic, and impressing upon employers the need to introduce measures to support and protect teachers.

We continue to campaign against excessive teacher workloads, and members should seek advice from the NASUWT if they have concerns about any whole-school or employer-wide practice that is impacting adversely on their workload and working conditions.

Members can access the checklist at:
www.nasuwt.org.uk/workload.



INTERNATIONAL ACTION

The NASUWT has continued to be at the forefront of international action to defend the rights of trade unionists and protect the interests of teachers around the world.

Our work is elevated by the strong partnerships we create, which enable us to have a greater impact on topics of global importance.

We retained our seat on the European Trade Union Committee for Education (ETUCE), ensuring representation on this important body for the next four years.

We have continued to work closely with Education International (EI), supporting the publication of the *Teach for the Planet* manifesto highlighting the role of education in combatting climate change. We also took our agenda on the rights of women and girls to the 65th Session of the United Nations Commission on the Status of Women, and argued for action from governments around the world to take action to secure women's full and active participation in all areas of public life.

Once again, we participated in the International Summit on the

Teaching Profession, organised by the Organisation for Economic Co-operation and Development and EI and hosted, this year, by the US Department of Education. The Summit brought together governments and teachers' unions and resulted in a commitment to work together on key policies including wellbeing, continuing professional development, flexible working, workload reduction and mental health.

Under the auspices of the TUC and EI, we have also been making the case against vaccine nationalism and promoting access to vaccines in developing countries.

According to the World Health Organization, more than three quarters of vaccinations in 2021 have been administered in just

ten countries. Many of these countries, including the United Kingdom, purchased excess vaccine doses that go far beyond their population. A 'me first' approach to vaccines is not only morally wrong, but it will also prolong the pandemic and increase its dramatic impact on societies worldwide.

Addressing issues at L7

General Secretary Dr Patrick Roach represented the NASUWT at the L7 Summit in April. The Summit, which brought together national trade union centres from G7 countries, advanced our collective labour movement vision to repair our democracies post-pandemic, confront the climate crisis, improve access to health care and vaccines, and build a labour market and economy which is fit for all.



Our contribution addressed not only education, but also democracy, collective bargaining and racial justice at work.

Using our influence at COP26

The role of educationalists in influencing the issues of climate change should not be underemphasised, so it was vital that we played an active part in COP26.

We wrote to Education Ministers, urging them to

ensure that the UK leads by example to bring about the changes needed for the future by making sustainability a key pillar of the curriculum. We made clear our belief that every student should leave education climate-literate, equipped with the skills and knowledge needed to tackle climate change and able to take part in building a more sustainable future for all.

World Teachers' Day

On World Teachers' Day 2021, we honoured and paid tribute to teachers at home and around the world who lost their lives during the pandemic. Their names and their contribution to educating their students for a better world deserve to be remembered as their legacy continues through the pupils they taught.



SOLIDARITY WHERE IT MATTERS

Israel and Palestine

We have been both angered and dismayed by the further escalation of violence in Israel and Palestine, which has led to the loss of more lives, including children. The Union has long advocated that it is a human right to be able to both teach and be educated in a safe and secure environment and, as such, have given our support to the Safe Schools Declaration – an inter-governmental political commitment to protect schools from armed conflict. We continued to work with the TUC and EI to call for peace, security and access to education for displaced children and young people.

Jordan

The treatment of members of the Jordanian Teachers' Syndicate (JTS) has been abhorrent since the Jordanian Government used emergency pandemic-related laws to limit civil and political rights. Authorities announced an unlawful suspension of all union work and arrested leading members of the Union, raided its offices and shut it down for two years. Many activists, including Nasser Nawasreh, President of the JTS, were arrested for expressing opinions which the authorities ruled inappropriate. We have called on the Jordanian Government to release the members of JTS unconditionally and guarantee the fundamental rights of teachers and education workers. We have also condemned the violation of the fundamental rights and democratic freedoms of teachers and workers as defined by international labour standards and the Jordanian constitution.

Afghanistan

Along with our sister unions across the world, we have been active in responding to the unfolding crisis in Afghanistan, following the withdrawal of US and UK personnel, directing our effort through the work of EI. We deplore threats to the country's three teacher trade unions and attempts to restrict access to education - especially for women and girls.

Hong Kong

Despite the continuing support and solidarity of the NASUWT, the Hong Kong Professional Teachers' Union and the Hong Kong Confederation of Trade Unions were disbanded, following pressure from the Chinese authorities against leading members. We wrote to the UK Minister for Asia, asking for pressure to be brought on Chinese authorities to respect their obligations under international law and to cease their threats and intimidation of trade unions and their members.

Colombia

We continued to show solidarity with teachers in Colombia and with their union, FECODE, including through our relationship with Justice for Colombia. This included placing pressure on the Colombian Government to implement the peace agreement and by highlighting human rights abuses, not least by the state.

Zimbabwe

We continued to maintain close relationships and messages of solidarity to our sister union, the Progressive Teachers' Union of Zimbabwe (PTUZ), whilst they continue to challenge the Zimbabwean Government over worsening teachers' pay and working conditions.

Iraq and Kurdistan

We have maintained close relationships with both the Iraq Teachers' Union (ITU) and the Kurdistan Teachers' Union (KTU). We were pleased to send warm congratulations on the 59th anniversary of the establishment of KTU. Teachers in Iraq continue to work under extraordinary pressures and we wrote to the President of the Iraqi Parliamentary Education Committee to protest efforts to outlaw the Iraqi Academics Union.

Myanmar

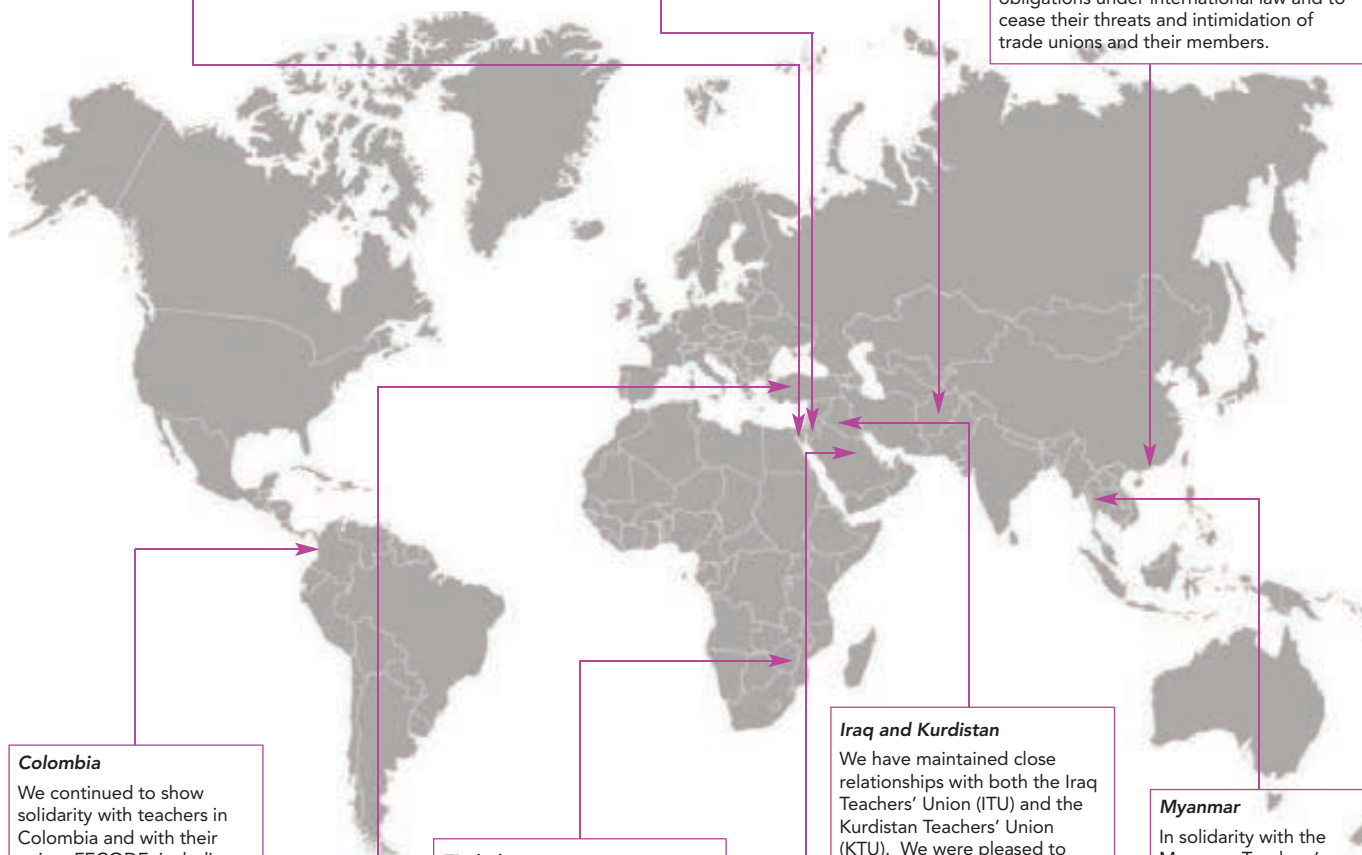
In solidarity with the Myanmar Teachers' Federation (MTF), the Burma Campaign UK, EI and the TUC, we have been active in condemning the impact of the ongoing military coup in Myanmar. In a show of support, we wrote to the Secretary of State for Foreign, Commonwealth and Development Affairs, Rt Hon Dominic Raab MP, pressing the Government to join suit. Our letter called for the immediate release of those arrested and an end to the violence and harassment of the people of Myanmar. We will continue these efforts in 2022 as part of a global trade union effort for change.

Turkey

We supported Eğitim-Sen, our sister union in Turkey, in the fight for the protection of women and girls by writing to the country's president after Turkey withdrew from the Istanbul Convention, which says that violence against women and girls is a violation of human rights. In the letter, we voiced, in no uncertain terms, our concerns about the impact of their withdrawal at a time when there has been a dramatic increase in the levels of violence against women and girls globally as a result of the COVID-19 pandemic.

Saudi Arabia

We supported a letter to the Prime Minister, prior to the G20 Summit in Riyadh, concerning the continued human rights abuses by the Saudi authorities and unlawful detention of human rights activists. Along with other UK unions and the TUC, we urged the UK Government to demand that the Saudi authorities order an immediate release of political prisoners and respect the human rights of all detainees.



MEET THE NASUWT



Phil Kemp
President



Angela Butler
Senior Vice-President



Chris Holland
Honorary Treasurer



Michelle Codrington-Rogers
Ex-President



Patrick Roach
General Secretary



Jane Peckham
Deputy General Secretary



Phil Siddle
Assistant General Secretary



Maggie Bremner
Assistant General Secretary

302,473
Members

299
Local Associations and Federations

40
Members of the National Executive Committee

345
Staff working across our HQ, three devolved nations and nine English regions



NASUWT ON THE ROAD

As the year progressed, the NASUWT completed **512** official meetings and engagements between 11 January and 2 December 2021, taking the stories, views and concerns of our members to those in power with the ability to improve the working lives of our members. These meetings included many that continued to be held virtually as the pandemic and necessary restrictions continued ...



meetings held with government departments and civil servants, including the Department for Education, the Curriculum and Assessment Board in Scotland, the Schools Social Partnership Forum in Wales and the Workforce Review Oversight Team in Northern Ireland.



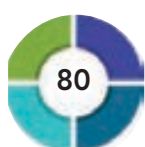
meetings held with serving ministers in England, Scotland, Wales and Northern Ireland, including two Secretaries of State for Education, the Minister of State for School Standards, the Chancellor of the Exchequer, Scotland's Cabinet Secretary for Education and Skills, two Education Ministers in Wales and the Minister for Education in Northern Ireland.



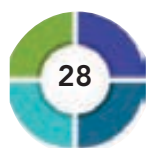
meetings held with employer organisations, including the COSLA Workforce Implementation Group, the Scottish Negotiating Committee for Teachers Support Group, Teachers' Negotiating Committee in Northern Ireland and the Wales Regional Consortia.



meetings held with opposition spokespeople, including Sir Kier Starmer; Shadow Education Minister, Kate Green MP; Peter Kyle MP, Shadow Minister for Schools; David Lammy MP, Shadow Secretary of State for Justice; Scottish Labour Education Spokesperson, Michael Marra MSP.



meetings held with non-departmental public bodies, including Qualifications Wales, the Northern Ireland Pay and Workload Agreement Transition Group, Ofsted and Ofqual, and Education Scotland.



meetings held with other parliamentarians, including MPs on All-Party Parliamentary Groups, the Scottish Parliament's Education Children and Young People Committee, the Senedd Education Committee in Wales and the Northern Ireland Assembly Education Committee.

A LAST WORD

There is only one word that describes my four-year term as a national officer – ‘rollercoaster’. And I have grown from each and every loop and drop.

Back in 2018 I had three objectives:

1. to help bring our union into the 21st century by embracing new technologies to engage with our members and meet them where they are;
2. to help diversify our activist base, so that we are identifying and nurturing the best talent we have; and
3. to develop links locally, nationally and internationally that bring us together with like-minded organisations and find new partnerships.

Looking back at this list I am confident I have partially met all three targets!

I joined teaching as advocate and campaigner for equal rights, equal treatment and equal opportunity and I am incredibly proud that the NASUWT has kept equality on the agenda. We can't move forward unless we do it together. This means removing the barriers for all our members, be they women, LGBTI+, disabled, young or Black, to getting involved in their Union in a way that enhances their skills and benefits from their talent. Our members, with all their intersecting identities, should know that the Union is their family and only as strong as its most vulnerable member.

I may have had an unusual presidential year and may go down in the NASUWT history books as the 'Lockdown' President, but over the four years, I realised it was part of seeing the NASUWT, our union, at its strongest.



**Michelle
Codrington-Rogers**
National Officer 2018-2022

I have had the opportunity to represent our union on the international stage – at Education International World Congress. We are respected globally for our dedication to education, our focus on teachers and our willingness to speak up for equalities.

The NASUWT works with sister unions across the world and this must continue as we respond to the challenges highlighted, and exacerbated, by the COVID-19 pandemic. The NASUWT is not facing these challenges alone and we need to work both as part of a national network and global community.

I overuse the word 'proud', but I am proud of our members, our activists, our staff colleagues and the whole NASUWT family as we continue to come through this difficult time – we must remember that we can (and will) do this, Together. Thank you all for making this a memorable and truly life-changing experience.



ACTIONS ON CONFERENCE RESOLUTIONS 2021

CHALLENGING PUPIL AND STUDENT BEHAVIOUR

Conference asserts that every teacher has the right to work free from the threat of violence, threats and aggression by pupils or students.

Conference condemns those school and college employers that fail to take seriously the problem of unacceptable pupil or student behaviour and who claim that such behaviour is part of the job.

Conference is concerned that many school and college leaders do not receive adequate training in how to deal with challenging pupil or student behaviour, leaving teachers with no access to appropriate support.

Conference applauds those members who have successfully balloted to take industrial action to refuse to teach violent pupils or students.

Conference calls upon the National Executive to:

- i. publish further guidance for teachers and school and college leaders on unacceptable behaviours, including legal entitlements and remedies;
- ii. lobby employers, governments and administrations to ensure that teachers and school and college leaders receive appropriate training on behaviour management issues and
- iii. continue to support members, using all appropriate means, where they face unacceptable pupil or student behaviour.

ACTIONS TAKEN

The National Executive took the following actions:

- i. Updated advice and guidance on producing and revising behaviour policies and addressing incidents of pupil indiscipline.
- ii. Continued the development and delivery of behaviour management training programmes for members.
- iii. Engaged with the Department for Education (DfE) on its Behaviour Hubs programme.
- iv. Engaged with DfE on the behaviour dimensions of its education recovery strategy.
- v. Submitted a response to DfE consultation on behaviour strategies in schools.
- vi. Took forward actions on behaviour management measures in the devolved nations.
- vii. Publicised actions to support members in *Teaching Today* on the website and social media.
- viii. Undertook member research via the Big Question.
- ix. Supported industrial disputes across schools to secure positive action by employers on behaviour matters.
- x. Worked with relevant external bodies including Anti Bullying Alliance and the NSPCC.
- xi. Highlighted the issue of peer-on-peer sexual assault in schools, including through research and media collaboration.
- xii. Highlighted cuts and contraction of alternative provision, especially during the pandemic and challenge policies on the presumption of mainstream.
- xiii. Updated advice and behaviour management tips for members in the NASUWT student diary and the 'Starting Out' guide.
- xiv. Updated the NASUWT's Student Voice guidance.
- xv. Promoted the newly reformed National Professional Qualifications to members, which includes the dedicated qualification on Leading Behaviour and Culture.
- xvi. Lobbied for investment in education recovery to include better support for schools and teachers in dealing with poor behaviour.

2(c) MOTION: SCOTLAND

Conference notes that prior to the COVID-19 outbreak, excessive workload and poor mental health and wellbeing were some of teachers' main concerns about the quality of their working lives.

Conference is deeply concerned that not only have many of the causes of teachers' concerns remained relevant during the pandemic, they have been exacerbated by the extraordinary pressures that COVID-19 and the Scottish Government's response has placed on schools and the staff who work in them.

Conference applauds the courage of members in Scotland for their tenacity, persevering under extraordinary circumstances for the common good.

Conference deplores the failure of the Scottish Government to recognise and reward the efforts and contribution of teachers in maintaining children's education during the pandemic.

Conference endorses continuing action by the National Executive to:

- i. lobby the Scottish Government to ensure it protects the physical and mental health and safety of teachers in all workplaces;
- ii. campaign for a teachers' pay award that recognises and rewards the contribution of the teaching profession throughout the pandemic and
- iii. press the Scottish Government to introduce a robust, fully funded recovery programme to repair the damage caused to the mental health and wellbeing of teachers.

IMPACT OF COVID-19 ON TEACHER AND PUPIL MENTAL HEALTH

Conference is concerned about issues of poor teacher mental health, which have been exacerbated by unmanageable workloads and adverse management practices during the COVID-19 pandemic.

Conference is alarmed by the increase in expectations placed on many teachers which could cause anxiety, depression and panic attacks.

Conference calls upon the National Executive to:

- i. highlight positive mental health for all teachers during the pandemic through advice,

ACTIONS TAKEN

The National Executive took the following actions:

- i. Lobbied the Cabinet Secretary for Education and Skills.
- ii. Engaged with the Scottish Government over all aspects of COVID-19 mitigation in schools.
- iii. Demanded prioritisation of school staff for vaccine in outbreak areas.
- iv. Engaged with Public Health Scotland via the Convention of Scottish Local Authorities (COSLA) Workforce meetings.
- v. Engaged in negotiations to secure a pay award for teachers.
- vi. Launched the Better Deal for Scotland's Teachers campaign on pay, workload and wellbeing.
- vii. Provided updates via Scottish Negotiating Committee for Teachers (SNCT) structures on pay discussions at Extended Joint Chairs.
- viii. Continued efforts to secure representation at Extended Joint Chairs.
- ix. Engaged via the COVID Education Recovery Group (CERG) 6 workforce group (who are looking at support for teachers, including their wellbeing) and participation in CERG6 focus groups to capture the voices of practitioners to support the planning of the future package of support.
- x. Proposed amendments to the Scottish Teachers' Pension Scheme (STPS) Regulations to allow teachers who are out of work because of Long COVID to receive fixed-term ill-health pensions, subject to regular review of their medical circumstances.
- xi. Lobbied the Scottish and Westminster Governments for greater funding to support education recovery.
- xii. participated in the CERG Recovery Working Group.

ACTIONS TAKEN

The National Executive took the following actions:

- i. Made Mental Health First Aid (MHFA) Online Awareness course available throughout the UK.
- ii. Made a MHFA England Online two-day Adult course available for all members in the UK.
- iii. Delivered a MHFA online refresher course.
- iv. Arranged webinars on the Newly Qualified Teacher (NQT) Webinar Day on Supporting NQT members in dealing with pupils suffering trauma



- development, support, training and the showcasing of schools who have good practices;
- ii. support the TUC's campaign to lobby for the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) to be changed so that work-related stress absence is reportable;
 - iii. support the development of regional wellbeing events for members;
 - iv. create a wellbeing officer post at Local Association level;
 - v. organise wellbeing training for use at Local Association meetings;
 - vi. ensure wellbeing is on the agenda at all Consultation Conferences;
 - vii. survey members on their mental health and wellbeing and publish the data and
 - viii. create a wellbeing and mental health toolkit for teachers.

- and anxiety and also on wellbeing and time management.
- v. Delivered a summer webinar programme for student teachers, including webinars on how stress impacts on the voice and what can be done about it.
 - vi. Delivered a webinar programme for new teachers on MHFA.
 - vii. Delivered member briefings on the unequal impact of COVID on those with protected characteristics and member wellbeing.
 - viii. Held a seminar at the Women Teachers' Consultation Conference on Assertiveness and Wellbeing.
 - ix. Launched the Union's campaign on Long COVID at the Disabled Teachers' Consultation Conference.
 - x. Incorporated the role of Wellbeing Officer into the model rules for Local Associations.
 - xi. Developed guidance documents on Men's Mental Health and Endometriosis under development – to be incorporated into the Wellbeing toolkit, stand-alone resources or guidance for regional wellbeing events.
 - xii. Incorporated wellbeing sessions into each of the Equalities Consultation Conference programmes for 2021.
 - xiii. Undertaken research into teachers' mental health wellbeing.
 - xiv. Produced a toolkit on stress and mental health, including wellbeing.
 - xv. Continued to use the Valued Worker Scheme to highlight good practice.
 - xvi. Continued to lobby the HSE at every opportunity to include stress as a RIDDOR reportable occurrence.
 - xvii. Held a workshop on Mental Health and COVID-19 at the Health and Safety Seminar day.
 - xviii. Reviewed and updated the wellbeing and mental health toolkit on the NASUWT website.

2(c) MOTION: NORTHERN IRELAND

Conference notes that there is comprehensive legislation in Northern Ireland governing discrimination on the grounds of race, gender, special educational needs (SEN) and disability, sexual orientation, age, religious belief and political opinion.

Conference further notes that one of the most important pieces of equalities legislation in Northern Ireland is the Fair Employment and Treatment (NI) Order (FETO) 1998.

However, Conference is concerned that the FETO 1998 Article 71 provides an exemption for the

ACTIONS TAKEN

The National Executive took the following actions:

- i. Proposed and secured the adoption of policy on FETO by the ICTU as Congress policy at the All-Ireland Biennial Delegate Conference.
- ii. Worked with the NI Equality Commission on the removal of the exception in the employment provisions of Fair Employment and Treatment (NI) Order 1998 ('FETO 1998') as regards the recruitment of teachers.
- iii. Lobbied Members of the Legislative Assembly (MLAs) on FETO.

employment of teachers in schools in relation to equality of opportunity and fair participation in employment for members of the Protestant and Roman Catholic communities in Northern Ireland, which allows discrimination on the basis of religious belief.

Conference believes that Article 71 of the FETO 1998 is outdated and needs to be removed.

Conference calls on the NASUWT to lobby the Northern Ireland Assembly to remove Article 71 of the FETO 1998 and ensure that every teacher has equality of opportunity.

IMPACT OF INSPECTION ON WELLBEING AND WORKLOAD

Conference is deeply concerned about the impact of school and college inspection systems on workload as schools endeavour to return to normality.

Conference believes that inspections risk diverting schools' priorities away from pupils' and students' catch-up work and the mental health and wellbeing of teachers, pupils and students.

Conference calls on the National Executive to:

- i. lobby the Government for inspectorates to play a supportive role during and after the COVID-19 pandemic to enable school and college leaders to focus on catch-up work and wellbeing and
- ii. provide advice, guidance and support on catch-up work and the mental health and wellbeing of teachers in the light of COVID-19.

2(b) MOTION: COVID-19 AND THE IMPACT ON TEACHERS' TERMS AND CONDITIONS

Conference asserts its belief that children and young people learn best when teachers and school leaders are given the time, resources and working conditions to allow them to use fully their professional skills, knowledge and expertise.

Conference celebrates the dedication, commitment, creativity and professionalism of teachers and school leaders in ensuring that children and young people

- iv. Prioritised the issue for engagement at party political conferences.
- v. Secured extensive media coverage of the campaign on TV, radio and online.
- vi. Raised the issue of the exemption during the review of the employment model for teachers.

ACTIONS TAKEN

The National Executive took the following actions:

- i. Pressed school inspectorates on return to routine inspection to ensure address workload and wellbeing concerns generally, and specifically issues arising from COVID-19.
- ii. Updated advice and guidance for members on dealing with inspection and schools inspection-related activity.
- iii. Held member seminar with senior Ofsted officials on impact of inspections in schools and colleges.
- iv. Called for the reform of Education Scotland which contributed to the announcement by the Cabinet Secretary that this would be undertaken.
- v. Continued to gather intelligence on inspectors' approach to inspection though attendance at Ofsted training event.
- vi. Published policy position and detailed advice on education recovery, including the role of inspectorates in promoting developmental and supportive approaches.
- vii. Provided workplace representatives with comprehensive documents and tools.
- viii. Reviewed and updated Mental Health/Wellbeing and COVID-19 materials on the website.

ACTIONS TAKEN

The National Executive took the following actions:

- i. Published policy and advice on remote learning, including the appropriate use of technology and the central role of qualified teachers in the delivery of education.
- ii. Monitored and advised on developments on the use of technology in education, including data protection, privacy and educational efficacy.



have continued to access education during the pandemic.

Conference reasserts that the best place for children and young people is in schools that are safe.

Conference notes that the pandemic has highlighted the positive and negative impacts of technology for teaching and learning and in the professional lives of teachers and school leaders.

Conference believes that the pandemic has identified serious shortcomings in the terms and conditions frameworks within which teachers and school leaders operate.

Conference endorses action by the National Executive in continuing to press for governments and administrations to set out plans to ensure that:

- i. education recovery for children and young people is predicated on the right to be taught by qualified teachers;
- ii. teachers and school leaders benefit from working conditions that secure their entitlement to an effective work/life balance, with a maximum limit on their overall working hours;
- iii. duties allocated to teachers and school leaders exclude tasks that distract them from teaching and leading and managing teaching and learning;
- iv. approaches to performance management and appraisal are developmental, promote professional collegiality and reject performance-related pay progression;
- v. all teachers receive a substantial above-inflation pay rise;
- vi. teachers and school leaders are guaranteed an entitlement to meaningful and relevant professional development and training during their contracted working hours and
- vii. technology is utilised to support the work of teachers and not to replace teachers, and the use of technology to support teaching and learning is determined by the professional judgements of teachers and school leaders, with due regard to safety, data protection and privacy.

- iii. Reviewed evidence on use of technology and AI in education and impact on teachers' terms and conditions.
- iv. Contributed to national discussions in response to the Organisation for Economic Co-operation and Development (OECD) report on education in Scotland.
- v. Lobbied for education recovery strategies to take full account of the critical importance of continuing professional development (CPD).
- vi. Lobbied governments to seek to secure teachers' contractual entitlement to CPD.
- vii. Made representations to governments and administrations on education recovery strategies to be developed in ways that invest in teachers and minimise excessive and unnecessary workload burdens, promote high levels of staff wellbeing and that teachers and school leaders can concentrate on their core activities for teaching and leading teaching and learning.
- viii. Continued to develop a comprehensive and detailed response to the threat to teachers' terms and conditions posed by new working practices arising from the coronavirus pandemic.
- ix. Reported on the protections for teachers and school leaders arising from the current UK pay and conditions frameworks.
- x. Continued to work with the Trades Union Congress (TUC), Irish Congress of Trade Unions (ICTU), Wales Trades Union Congress (WTUC) and Scottish Trades Union Congress (STUC) to campaign against real terms cuts to pay for teachers.
- xi. Continued to press for guarantees against teacher substitution as part of a programme of recovery from the coronavirus pandemic.
- xii. Continued to highlight to inspectorates the importance of the terms and working conditions of teachers in their evaluations of the effectiveness of schools.
- xiii. Updated performance management advice and guidance to take account of COVID-specific implications.
- xiv. Secured a commitment by the Scottish Government to reduce the contact time of teachers from 22.5 hours to 21 hours.
- xv. Lobbied employers across England to use the recruitment and retention payments provisions in the School Teachers' Pay and Conditions Document (STPCD) to reward teachers.
- xvi. Secured joint union correspondence to all employers stating that pay progression in 2021/22 should be the norm and that all teachers who are eligible for pay progression (other than those in formal capability procedures) should receive pay progression.

- xvii. Secured action by academy employers to break the link between pay and teacher performance.
- xviii. Continued to campaign for, and negotiate, automatic incremental pay progression with academy trusts in England.
- xix. Consolidated the NASUWT's member materials on automatic pay progression and appraisal into one comprehensive document, through an update of Taking control of your performance management.
- xx. Secured recommendations from the Independent Welsh Pay Review Body (IWPRB) to decouple teachers' pay from performance and acceptance of the same by the Welsh Government.
- xxi. Secured interim arrangements from the Department of Education in Northern Ireland in respect of Performance Review and Staff Development (PRSD).
- xxii. Provided online briefings, webinars and advice for members on performance management and appraisal.

TEACHERS' PAY STRUCTURES

Conference asserts that re-establishing and reinforcing a coherent national pay structure across the UK nations is key to ending the teacher recruitment and retention crisis, as this is central to providing teachers with certainty over their pay levels during their whole career.

Conference welcomes the recognition by the England School Teachers' Review Body (STRB) in its 30th Report of the crucial importance of experienced teachers, as well as the Review Body's recommendation of the restoration of national pay points on the main and upper pay ranges, albeit on an advisory basis.

Conference gives strong endorsement to the recommendations of the Independent Welsh Pay Review Body (IWPRB) in its second Report to return to mandatory national pay scales, national pay portability and annual time-served pay progression.

Conference continues to endorse annual time-served pay progression, the continued retention of teachers' pay scales and continued national pay portability in Scotland and Northern Ireland. Conference welcomes the decision taken by a growing number of multi-academy trusts (MATs) to replace performance-related pay with automatic incremental pay progression.

Conference urges the National Executive to continue to campaign for, promote, and take appropriate action to seek to ensure, across every nation in the UK:

- (i) national mandatory pay scales for teachers, supply teachers and school leaders, together with a remuneration framework which rewards teachers as highly skilled professionals throughout the whole of their careers and
- (ii) national pay portability and automatic time-served pay progression.

ACTIONS TAKEN

The National Executive took the following actions:

- i. Published materials on pay portability for union negotiators and for members.
- ii. Continued to campaign for, and negotiate, pay portability, in pay policies for maintained schools and academy trusts in England.
- iii. Continued to campaign for, and negotiate, automatic incremental pay progression with academy trusts in England.
- iv. Consolidated the NASUWT's member materials on automatic pay progression and appraisal into one comprehensive document, through an update of Taking control of your performance management.
- v. Continued to campaign alongside the TUC and other public sector union affiliates against the public sector pay freeze.
- vi. Proposed and secured commitment at TUC Congress to campaigning and organising for a substantial pay increase for all key workers.
- vii. Continued to publish annual supply and substitute teacher daily pay rates to reflect national advisory pay scales in England and mandatory pay scales in Wales, Scotland and Northern Ireland.
- viii. Continued to highlight and campaign for supply teachers' remuneration in submissions to relevant pay review bodies.
- ix. Adopted and published pay policy campaign priorities as a basis for negotiating and bargaining across the UK.



2(b) MOTION: SECURING RACIAL JUSTICE AND ANTI-RACISM AT WORK

Conference reaffirms its commitment to tackling all forms of racism, prejudice and racial injustice in the workplace and wider society.

Conference notes with concern the damning evidence of widespread and systemic racial disparities in employment.

Conference deplores the continuing levels of racist incidents in schools and colleges and the failure of governments and administrations to support an education curriculum that promotes racial justice and anti-racism.

Conference further notes with extreme concern the evidence from the 2021 NASUWT Black Teachers' Consultation Conference, which confirmed that:

- i. two-thirds of teachers believed that employers had failed to address the specific and increased risks that Black staff face from COVID-19 and
- ii. one in four teachers believed that racism in their workplace had worsened since the outset of the COVID-19 pandemic.

Conference condemns the failure of governments and administrations during the pandemic to publish assessments of the race equality impact of COVID-19 emergency measures.

Conference asserts that Black Lives Matter and condemns the UK Government's Policing, Crime, Sentencing and Courts Bill which represents a further attack on civil liberties and the right to peaceful public protest against racism and other forms of injustice.

Conference endorses the NASUWT 'Big Conversation' on racial justice at work and in the Union, and endorses action by the National Executive to:

- a. lobby governments and administrations to hold them to account on their statutory obligations for eradicating all forms of racial disparities;
- b. campaign for an independent public inquiry into the impact of the Government's actions during the pandemic on racial justice at work and in the education system;
- c. give voice to the everyday racism Black members face in the workplace and ensure these experiences are integrated into the Union's organising, bargaining and campaigning priorities;
- d. eradicate racial disparities within the Union's structures and
- e. organise meetings for all members across the UK to continue the 'Big Conversation'.

Conference further endorses action by the National Executive to work together with other trade unions and civil society organisations nationally and internationally to oppose all forms of racism, prejudice and hatred in the education system, workplaces and in our communities.

ACTIONS TAKEN

The National Executive took the following actions:

- i. Developed and hosted a series of regional and national Big Conversation events exploring issues of racial justice at work and in the Union, including the establishment of new Black member networks.
- ii. Submitted draft policy resolutions to the 2021 European Trade Union Committee for Education (ETUCE) Conference on securing global racial justice in education.
- iii. Responded to Wales TUC consultation.
- iv. Undertook member research.
- v. Engaged via the STUC Black Workers' Committee and on the Race Equality and Anti-Racism in Education Programme: Stakeholder Network Group.
- vi. Held an event exploring Gypsy, Roma and Traveller issues in schools and colleges at the Union's Equalities Training and Development Day.
- vii. Published materials on Gypsy, Roma and Traveller History Month.
- viii. Promoted the Big Hair Assembly and World Afro Day.
- ix. Delivered a briefing on the Union's anti-racism work priorities to NASUWT Training Officers.
- x. Arranged mandatory training for National Executive Committee and Officers on 'Unconscious Bias' and anti-racism.
- xi. Led and engaged in the TUC anti-racism taskforce focusing on organising, collective bargaining, employment practice and public policy campaigning.
- xii. Lobbied for racial justice to be included as a key component of the public inquiries into COVID-19.
- xiii. Responded to Welsh Government Race Action Plan.
- xiv. Secured a high public profile on challenging race discrimination and championing racial justice issues reported in the media.
- xv. Campaigned against the Policing Bill.
- xvi. Supported the work of the Citizens UK refugee welcome programme.
- xvii. Continued to highlight implications of racial disparities in work on education recovery strategies across the UK and in engagement with governments, administrations and employers.
- xviii. Published the Union's race pay gap report and action plan.
- xix. Engaged the work of the Black Members' Advisory Committee in promoting more inclusive democratic structures.
- xx. Established a Teacher Ambassador programme in conjunction with Show Racism the Red Card on embedding anti-racism within education and schools.
- xxi. Lobbied governments and administrations over their compliance with statutory duties under the Equality Act.

PROTECTING CREATIVE AND PRACTICAL SUBJECTS

Conference notes that schools have sought to identify ways of addressing the consequences of learning time lost as a result of COVID-19-related disruption.

Conference notes with concern that those schools have sought to respond to lost learning time by removing or reducing access to artistic, creative and practical subjects.

Conference restates its belief that these subjects form part of children and young people's entitlement to a broad, balanced, engaging and relevant curriculum.

Conference, therefore, calls on the National Executive to:

- i. continue to challenge schools that remove or reduce pupils' access to these subjects and
- ii. lobby governments and administrations to take effective action to intervene in those schools that intend to remove these subjects from their learning offers or to restrict pupils' access to them.

ENDING AGE DISCRIMINATION IN THE TEACHERS' PENSION SCHEME

Conference notes with concern the discriminatory nature of the transitional measures introduced in the 2015 Teachers' Pension Scheme (TPS) reforms and the failure of governments and administrations to end the discrimination arising from equalising the teachers' pension age with the state pension age.

Conference further notes the UK Government's intention to exclude all teachers who began teaching on or after 1 April 2012 from the scope of the proposed remedy for unlawful age discrimination.

Conference is appalled by the Government's proposals, which will impact disproportionately adversely on younger teachers.

Conference asserts that the UK Government's proposed remedy is completely inadequate in addressing age discrimination in the TPS and endorses the decision of the National Executive to reject the remedy.

Conference endorses the National Executive's opposition to the Government's treatment of the costs of the remedy as a member cost, rather than a government cost.

Conference urges the National Executive to continue to campaign, and take appropriate action, to seek to achieve:

- i. a remedy for unlawful discrimination in the TPS which provides teachers with an entitlement to be in the final salary scheme, with a lower pension age, for the whole of their career;

ACTIONS TAKEN

The National Executive took the following actions:

- i. Pressed governments to ensure that curricular breadth and balance is at the heart of education recovery strategies.
- ii. Emphasised the importance of curricular breadth and balance with inspectorates and in the context of arrangements for qualifications in 2022.
- iii. Published education recovery policy paper emphasising critical importance of curricular breadth and balance as part of schools' work to support pupils' recovery.
- iv. Advanced the need for broad and balanced curriculum entitlements for all pupils as part through the ETUCE Congress.

ACTIONS TAKEN

The National Executive took the following actions:

- i. Negotiated with HM Treasury, the DfE, the Scottish Government and the Northern Ireland Department of Education to ensure that as many NASUWT members as possible benefit from the McCloud remedy choice.
- ii. Delivered member briefings on the McCloud remedy and a briefing for retired and former members with post-2015 pensionable service.
- iii. Continued to build support in the TUC for the position that 2015 public service pension scheme reform remains discriminatory and that the McCloud remedy is inadequate to address overarching age discrimination in public service pension schemes.
- iv. Negotiated with the DfE on the inclusion of all McCloud pension options on pension benefits statements begin in June.
- v. Negotiated with the Scottish Government and Northern Ireland Department of Education.
- vi. Met with HM Treasury in August to press the NASUWT position that the McCloud reforms have not eradicated discrimination in the TPS.
- vii. Provided awareness and advice for addressing the discriminatory nature of the TPS at relevant Equalities Consultation Conferences.
- viii. Continued to press and campaign for supply teachers, as agency workers, to be given access to the TPS.



- ii. the treatment of the McCloud remedy as a government cost rather than a scheme member cost and
- iii. call upon the TPS, SSPA and Northern Ireland Department for Education to offer all pension options as part of online Benefit's Statements on websites.

2(c) MOTION: WALES

Conference condemns the Welsh Government for failing to work through Social Partnership and consult with education workforce trade unions during the COVID-19 pandemic, which has led to:

- i. staff, pupils and students returning to school and college settings when it is not safe to do so;
- ii. the publication of guidance that is weak and lacking in clarity;
- iii. serious detriment for supply teachers in Wales during the pandemic and
- iv. schools being expected to deliver the curriculum reforms without sufficient time to fully prepare.

Conference further condemns the Welsh Government for failing to fully incorporate the recommendations of the Independent Welsh Pay Review Body (IWPRB) into the School Teachers' Pay and Conditions (Wales) Document (STPC(W)D).

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

- a. ensure that the Operational Guidance for schools and settings prioritises the health and safety of the education workforce and pupils;
- b. ensure that recommendations of the IWPRB are fully implemented and written into the STPC(W)D;
- c. establish a national pool for supply teachers in Wales managed by local authorities and
- d. delay the implementation of the curriculum reform.

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

- 1. support members who believe that their workplace is not COVID-19 secure and
- 2. support members facing increased workload through blended learning approaches and the implementation of the curriculum reforms.

ACTIONS TAKEN

The National Executive took the following actions:

- i. Continued to highlight problems associated with current plans for curriculum implementation in Wales.
- ii. Provided advice and guidance for members on curriculum reform.
- iii. Produced briefings on the implementation of the recommendations of the IWPRB's 3rd Report.
- iv. Undertook a significant media/comms exercise following the publication of the IWPRB's 3rd Report.
- v. Delivered the Supply Justice campaign and the COVID-19 campaign for supply teachers.
- vi. Used a Supply Teacher Survey 2020/21 to highlight the situation for supply teachers in Wales.
- vii. Supported collective action by members in resisting excessive workload including in relation to the new curriculum.
- viii. Secured motions to WTUC Conference on Health & Safety in schools during the Pandemic and on Supply Teachers, which were both passed.
- ix. Successfully lobbied the Wales Education Minister for a postponement of the New Curriculum.
- x. Met with the IWPRB to emphasise the need for IWPRB recommendations to be properly interpreted by the Welsh Government.
- xi. Met with the Welsh Government Officials to ensure that the IWPRB report is properly and appropriately interpreted in the School Teachers' Pay and Conditions (Wales) Document (STPC(W)D) 2021.
- xii. Engaged extensively in negotiations and discussions with the Welsh Government over COVID-safety measures in schools and colleges.

A VOICE IN EVERY WORKPLACE

ACTIONS TAKEN

Conference recognises the important role of the Workplace Representative in delivering the Union's membership objectives. Conference applauds the strength and solidarity shown by members and Workplace Representatives during the difficult times brought about by the pandemic.

Conference asserts that the increasing diversity of education provision and the localised challenges faced by the COVID-19 pandemic has led to the role of the Workplace Representative becoming even more critical.

Conference acknowledges the essential role Workplace Representatives undertake in recruiting and retaining members in the Union and the wide-ranging support that they offer to teachers in the workplace.

Conference congratulates the National Executive for its work to broaden participation in Workplace Representative roles by introducing the opportunity to undertake the local roles on a job-share basis.

Conference further congratulates the National Executive on the impact of its continued strategies and campaigns in building the Union's Workplace Representative base, and acknowledges the importance of attempting to gain a voice in every workplace.

Conference calls upon the National Executive to undertake a campaign to promote the benefits of being a Workplace Representative to members, focusing on the personal and professional development opportunities for the individuals undertaking the role.

Conference endorses work by the National Executive to:

- i. continue attempts to secure a voice in every workplace;
- ii. continue to recruit members, particularly from under-represented groups, as representatives;
- iii. ensure that all current and new Workplace Representatives understand the importance of undertaking appropriate training to undertake the role and are afforded opportunities to take part in appropriate representative training;
- iv. challenge the climate of employer hostility and victimisation towards Union Representatives;
- v. continue to campaign to defend the right to facilities release and the right to time off for trade union duties;
- vi. work within the trade union movement to lobby governments and administrations for stronger legal protections for elected Workplace Representatives;
- vii. celebrate the commitment of Workplace Representatives with the School Representative Award at Annual Conference and
- viii. report back to Annual Conference 2022 on the progress made.

The National Executive took the following actions:

- i. Hosted events on getting involved in the Union at each of the Equalities Consultation Conferences, to encourage greater participation of members from under-represented groups.
- ii. Delivered new online reps courses, including advice and information on the importance of securing diversity in representative roles.
- iii. Promoted new role-share roles with advice to Local Associations and members.
- iv. Supported members in collective disputes over trade union recognition, failure to consult and to secure access to trade union facilities.
- v. Webinars held for caseworkers and local secretaries.
- vi. Published guidance on building the workplace team and the role of the workplace rep.
- vii. Monitored representation of reps by protected characteristic.
- viii. Promoted the Valued Worker Scheme.
- ix. Reviewed the National Bargaining Protocol.
- x. Promoted the voice in every workplace strategy at a range of member events and briefings.
- xi. Participated in the TUC project for engaging more Black members in health and safety roles within the Union.
- xii. Continued to encourage activities for greater representation and participation of women within the Union.



IMPACT OF THE COVID-19 PANDEMIC ON VULNERABLE GROUPS

Conference notes with concern the substantial evidence to show that the COVID-19 pandemic has had an overwhelming and disproportionate impact on vulnerable groups, particularly teachers with underlying health conditions, those who are over the age of 60, those with disabilities and those from Black and minority ethnic (BME) backgrounds.

Conference applauds the actions of the National Executive in consistently lobbying and calling out governments and administrations on their poor handling of the emergency measures for schools and colleges in their political drive to keep them open.

Conference supports all efforts of the National Executive in condemning the absence of government advice on how to mitigate adverse equalities impacts of COVID-19 and how its plans for schools and colleges will minimise any further discriminatory effects and outcomes.

Conference urges the National Executive to continue to campaign actively for:

- i. robust equality impact assessments of governments' and administrations' plans and arrangements for ensuring that schools and colleges are COVID-secure and
- ii. stringent monitoring and reporting by schools and colleges on how they are meeting their equalities duties for eliminating discrimination and advancing equalities.

ACTIONS TAKEN

The National Executive took the following actions:

- i. Hosted webinars for negotiating secretaries and representatives on ensuring that employers meet their equalities duties within their COVID and education recovery programmes.
- ii. Continued to highlight implications of racial disparities in work on education recovery strategies across the UK and in engagement with governments, administrations and employers.
- iii. Attended the Public Sector Leadership Summit on Race Equality in Employment held by the Scottish Government.
- iv. Delivered a session at Equalities Training and Development Day on the unequal impact of COVID on those with protected characteristics, and member wellbeing, as well as sessions at Consultation Conferences.
- v. Campaigned on Long COVID, including at a TUC fringe event at Congress 2021.
- vi. Engaged in the independent public enquiry on COVID in Scotland.
- vii. Incorporated the issue into some of the motions to TUC Equalities Conferences.
- viii. Continued to push Governments for updated Equality Impact Assessments (EIAs).
- ix. Engaged with the Wales Race Action Plan.
- x. Hosted national and regional Big Conversation events on racial justice.
- xi. Challenged governments and administrations over implementation of public sector equalities duties.

LEAGUE TABLES AND THE USE OF DATA

Conference believes that the development of individual children is subject to a wide range of factors, mostly outside the control of teachers.

Conference further believes that members still feel the pressure from the use of data-driven targets in their appraisal.

Conference instructs the National Executive to:

- i. lobby the Westminster Government to abolish school league tables in England;
- ii. develop a campaign to demonstrate the adverse impact which league tables have on children and schools;
- iii. lobby governments and administrations to abandon the use of the current high-stakes testing regimes for all pupils and students and replace them with low-stakes formative assessments and
- iv. lobby governments and administrations to abolish the use of data as a measure of a teacher's performance.

ACTIONS TAKEN

The National Executive took the following actions:

- i. Published a position statement on performance tables and high stakes accountability, calling for reform.
- ii. Continued to press for effective accountability reforms as part of engagement with governments and administrations on the development of education recovery strategies.
- iii. Pressed the DfE to suspend the reintroduction of statutory primary assessments in 2021/22.
- iv. Engaged with the DfE on planned revisions to the Independent Teacher Workload Review Group 2016 report on data and assessment and work to further implement the outcomes of the Making Data Work report on the use of pupil performance data.
- v. Continued to press for the adoption of similar approaches to the use of pupil performance data in Making Data Work to be adopted elsewhere in the UK.

PERFORMANCE MANAGEMENT IN SCHOOLS

Conference insists that COVID-19-related disruption should not result in teachers or school leaders being treated detrimentally in respect of their performance management or appraisal.

Conference further insists that no teacher or school leader should suffer any detriment in terms of their pay progression or perceptions of their competence or capability as a result of the impact of the pandemic on their performance management or appraisal outcomes.

Conference calls on the National Executive to:

- i. ensure that any member subjected to such treatment is represented robustly;
- ii. challenge, including through use of lawful industrial action where necessary, any employer that does not introduce effective COVID-19-related mitigations to their performance management and appraisal policies and
- iii. lobby governments and administrations to ensure that all teachers and school leaders are protected from adverse appraisal and performance management outcomes as a result of the COVID-19 pandemic.

- vi. Ensured that revised performance management guidance for members addressed issues on the use of performance data in performance management and pressed governments and administrations for more effective system-wide policies in these respects.
- vii. Began work to update advice and guidance document on the use of data in schools.

ACTIONS TAKEN

The National Executive took the following actions:

- i. Published revised and updated suite of advice and guidance for members on performance management to reflect current circumstances and practices.
- ii. Continued to press governments and administrations across the UK to implement more equitable and effective expectations on schools in respect of the conduct of performance management and pay systems, including the removal of existing links between pay progression and performance management.
- iii. Updated materials on appraisal/performance management, including an update to Taking control of your performance management and all Presentation and briefing materials.
- iv. Reviewed pay and appraisal checklists and new checklists developed to cover schools/academy trusts which have broken the link between pay and appraisal.
- v. Published an activist advice document '10 good reasons to break the link between pay progression and performance management'.
- vi. Continued to support members collectively in disputes over pay progression.
- vii. Secured action by academy employers to break the link between pay and teacher performance.
- viii. Continued to campaign for, and negotiate, automatic incremental pay progression with academy trusts in England.
- ix. Secured recommendations from the IWPRB to decouple teachers' pay from performance and acceptance of the same by the Welsh Government.
- x. Secured interim arrangements from the Department of Education in Northern Ireland in respect of PRSD.
- xi. Provided online briefings, webinars and advice for members on performance management and appraisal.



SCHOOL-BASED COUNSELLING

Conference notes that school-based counselling can reduce psychological distress and improve pupil attainment, attendance and behaviour.

Conference further notes that community-organising alliance Citizens UK is working with the British Association for Counselling and Psychotherapy to secure fully funded statutory provision of school-based counselling in every primary and secondary school in England.

Conference calls upon the National Executive to support the Citizens UK school-based counselling campaign by:

- i. publicly endorsing and promoting the Citizens UK campaign;
 - ii. encouraging Local Associations and Federations to collaborate with regional chapters of Citizens UK and
 - iii. encouraging individual members to promote the campaign within schools they work in.
- Conference further calls upon the National Executive to investigate further developing the partnership with Citizens UK, including by working with other TUC affiliates.

ACTIONS TAKEN

The National Executive took the following actions:

- i. Agreed funding for pilot school-based counselling partnership programme with Citizens UK, incorporating training, joint campaigning and advocacy.
- ii. Set up pilot projects across four areas of the country.
- iii. Agreed terms for member training and development.

FUNDING THE COST OF THE COVID-19 PANDEMIC

Conference recognises the substantial additional costs which schools have had to sustain to seek to control COVID-19 risk.

Conference notes that the UK Government funded schools for limited COVID-19 costs during the 2019/20 school year, but failed to provide any additional funding for schools during the 2020/21 school year.

Conference welcomes the actions of governments and administrations which have provided additional funding for schools to manage COVID-19 risk.

Conference condemns the UK Government's inadequate COVID-19 school funding policy and believes that this has placed students and staff at risk.

Conference endorses the National Executive's campaign on funding schools for COVID-19 costs and urges the National Executive to continue to:

- (i) campaign for all school COVID-19 costs, now and in the future, to be met through additional emergency government funding and implement appropriate action when school funding issues lead to unsafe working practices, and deteriorations in terms and conditions, or cuts in staffing.

ACTIONS TAKEN

The National Executive took the following actions:

- i. Produced campaign materials to enable activists to engage with MPs and local elected members that are currently in publication. An awareness raising campaign amongst activists will be developed to encourage use of the materials.
- ii. Continued industrial action against attacks on terms and conditions and job loss, including where funding is used as a justification for this.
- iii. Responded to the DfE consultation on the implementation of the hard National Funding Formula (NFF) in the Spring/Summer 2021 and the NASUWT will develop activist materials to enable Negotiating Associations and Federations to respond to the consultation, in addition to responding to the consultation.
- iv. Published briefings on restructure and redundancy.
- v. Engaged with wider campaigning with other unions.

OFSTED AND WELLBEING

Conference welcomes the greater focus in Ofsted Inspections on teacher workload and wellbeing.

Conference believes that members remain afraid to express their experiences and emotions for fear of repercussions for the school and themselves.

Conference instructs the National Executive to lobby Ofsted to:

- i. ensure that inspectors are aware of the sensitive issue of confidentiality within a school;
- ii. develop a staff wellbeing survey which is both anonymous and contains appropriate questions and
- iii. ensure a good working relationship with unions within schools as an integral part of understanding wellbeing.

Conference further instructs the National Executive to:

- a. produce a comprehensive document for Workplace Representatives to support them to work with school and college leaders on managing wellbeing and
- b. report back to Conference 2022.

ACTIONS TAKEN

The National Executive took the following actions:

- i. Continued to press Ofsted for inclusion in inspection handbooks and frameworks of more effective provisions on teacher and school leader wellbeing and engagement with recognised unions, particularly in respect of the planned return to routine inspection in September 2021.
- ii. Revised advice for members on Ofsted inspection and COVID-19-related issues including staff wellbeing, mental health and workload.
- iii. Explored the development of an 'industry standard' wellbeing survey.
- iv. Pressed Ofsted to ensure that return to routine inspection takes full account of workload and wellbeing issues generally and specifically arising from COVID-19.
- v. Continued to liaise with DfE on the development of its School Workforce Wellbeing Charter.
- vi. Made Mental Health First Aid (MHFA) Online Awareness course available throughout the UK.
- vii. Made a MHFA England Online two-day Adult course available for all members in the UK.
- viii. Delivered a MHFA online refresher course.
- ix. Arranged webinars on the NQT Webinar Day on Supporting NQT members in dealing with pupils suffering trauma and anxiety, and also on wellbeing and time management.
- x. Delivered webinar programme for student teachers.
- xi. Webinar programme for new teachers on MHFA.
- xii. Produced comprehensive guidance on wellbeing strategies and action for workplace representatives.

BULLYING AND INTIMIDATION OF TEACHERS

Conference believes that all teachers have the right to be treated with dignity and respect at work and that any form of bullying and intimidation is absolutely unacceptable.

Conference notes that the NASUWT has a record second to none in tackling the problem of bullying and intimidation in schools and has undertaken a considerable amount of research into the problem over the last ten years.

Conference further notes the extent of bullying, harassment and intimidation that is prevalent within the teaching profession, and the failure of governments and administrations to take effective steps to tackle:

ACTIONS TAKEN

The National Executive took the following actions:

- i. Agreed a Tackling Sexual Harassment & Misogyny Action Plan.
- ii. Continued to progress the Race Equality Action Plan.
- iii. Arranged mandatory training for National Executive Committee and Officers on 'Unconscious Bias', tackling sexual harassment and anti-racism.
- iv. Engaged with members through the Union's Equalities Consultation Conferences.
- v. Organised Unconscious Bias webinars for members.



- i. sexual harassment and misogyny;
- ii. racial harassment;
- iii. harassment of disabled teachers and
- iv. homophobic, biphobic and transphobic abuse.

Conference further believes that these behaviours in schools are damaging the professional status and mental health of teachers and driving committed teachers out of the profession.

Conference calls upon the National Executive to provide the necessary tools and support to empower all members to be able to quickly identify and challenge bullying and intimidation before such behaviour becomes endemic.

- vi. Developed a collaboration project with the BBC exploring sexual harassment and peer-on-peer abuse.
- vii. Pressured governments on regulation of social media and to demand that employers have a duty of care for the wellbeing of teachers.
- viii. Called for stronger protections and redress for teachers subject to abuse online.
- ix. Secured prominence in the campaign on the issue of online bullying and harassment of teachers (e.g. TikTok).
- x. Strengthened links with national campaign organisations including NSPCC, Anti-bullying Alliance, and others.

MALICIOUS ALLEGATIONS AGAINST TEACHERS

Conference recognises the fundamental importance of measures to prevent and to deal with the abuse of children.

Conference notes with concern, however, that many teachers are subject to malicious allegations by pupils, and that there is little or no redress available to teachers where they are absolved of wrongdoing or cleared of misconduct.

Conference further notes that the impact of such allegations on their personal and professional lives can be devastating.

Conference calls upon the National Executive to campaign to lobby governments and administrations to provide guidance to schools on malicious allegation investigations, including on:

- i. the legal ramifications of false and malicious allegations;
- ii. the need to maintain anonymity and confidentiality in the workplace;
- iii. the need for speedy, decisive and robust investigation to test the veracity of the allegations and whether the incident could have taken place as alleged;
- iv. unfounded allegations should be taken out of a teacher's personnel record;
- v. national standards and training for governors and trust boards in dealing with allegations of abuse and
- vi. how headteachers should have no tolerance of malicious allegations, taking appropriate action, including permanent exclusion, on pupils or students making a malicious allegation.

ACTIONS TAKEN

The National Executive took the following actions:

- i. Lobbied for stronger guidelines to protect teachers from malicious allegations.
- ii. Engaged with trade bodies representing supply agencies regarding standardised safeguarding training.
- iii. Engaged with DfE officials to further strengthen Keeping Children Safe in Education (KCSIE) advice and guidance, including that for supply teachers.
- iv. Submitted a response to DfE consultation on KCSIE highlighting issues including false allegations, the absence of comprehensive training and the treatment of supply teachers.
- v. Published information for members on the key features of KCSIE.
- vi. Identified good practice by employers.
- vii. Supported members taking collective industrial action over refusal to teach violence and abusive pupils.
- viii. Provided individual member casework support.

MISUSE OF PUBLIC FUNDS IN ACADEMIES

Conference notes longstanding concerns by the NASUWT about the lack of oversight and scrutiny in the academy system, particularly related to financial practices.

Conference believes that some academy trusts have deliberately and wilfully misused public money meant for the teaching and learning of children and young people, without regard for the needs of the schools or communities, on:

- i. over-inflated salaries of senior leaders;
- ii. programmes that are wasteful or of little value and
- iii. capital expenditure which does not support teaching and learning and is little more than vanity projects and corrupt or nepotistic practices.

Conference calls upon the National Executive to continue to campaign for:

- a. improvements to the system of academy oversight so that academy finances are properly scrutinised in a locally accountable manner;
- b. all academy trust senior staff salaries and related party transactions to be included in publicly available data about every academy trust and
- c. the removal of flexibilities from academy trusts which enable the misuse of public funding.

NO COVER

Conference reasserts the longstanding NASUWT policy that cover is not a good use of teacher's time.

Conference further reasserts that using teachers on establishment at a school to cover for absent colleagues detracts from teachers' ability to use their time to best meet the needs of the children and young people in their allocated classes, and unnecessarily adds to teacher workload.

Conference applauds the progress which was made during the Social Partnership between the UK Government, the unions and the employers in eradicating cover in England and Wales, and considers this to be a key contributing factor in raising standards in schools between 2002 and 2010.

Conference recognises that, in the context of the COVID-19 pandemic, the use of teachers on establishment to cover can make schools less COVID-secure.

Conference urges the National Executive to continue to resist, using all appropriate means, the use of teachers on establishment to cover for absent colleagues by:

- i. campaigning to secure completely across the UK the removal of cover as a duty which teachers on establishment can be directed to undertake and
- ii. promoting the appropriate deployment and remuneration of supply teachers to provide cover for absence.

ACTIONS TAKEN

The National Executive took the following actions:

- i. Continued to campaign and argue for increased regulation of the academy sector, including in the DfE School and Academy Funding Group (SAFG), in responses to DfE consultations and in engagement with local and national politicians.
- ii. Continued to raise issues about the role of Regional Schools Commissioners and Headteacher Boards in monitoring trust performance and holding them to account for their use of public money.
- iii. Highlighted negative consequences for special educational needs (SEND) system of lack of oversight of the actions of some multi-academy trusts, as part of ongoing DfE SEND review.
- iv. Published the 2022 versions of '*Where has all the money gone*'.

ACTIONS TAKEN

The National Executive took the following actions:

- i. Revised and updated activist and member materials on 'No cover', including providing an overview of the history of the NASUWT's 'No cover' policy and the Union's campaigning successes.
- ii. Continued to urge the STRB, IWPRB, Scottish Government and the Northern Ireland Department of Education to remove cover from the list of duties which teachers on establishment can be required to undertake.
- iii. Continued to press local authorities and academy trusts in England to establish direct supply teacher workforces and ensure that teachers on establishment are not required to cover. Direct supply teacher workforces would then be employed in accordance with national, or academy trust, terms and conditions (overwhelmingly, the School Teachers' Pay and Conditions Document (STPCD) and Burgundy Book).
- iv. Developed the Better Deal for Supply Teachers and Supply Justice campaigns to highlight the situation.
- v. Supported collective action organising in employer disputes.



DECOLONISING THE CURRICULUM

Conference recognises and applauds the contribution of the Black Lives Matter movement in highlighting racial injustice and inequality within society.

Conference believes that curriculum frameworks across the UK should reflect, respect and value the contributions of all communities that have contributed to building the UK.

Conference further believes that Black history is a part of British history and thus should be fully embedded and taught across the curriculum.

Conference asserts that education should equip all children and young people to understand and respect their own and each other's histories, cultures and traditions, and promote critical thinking.

Conference calls on the National Executive to:

- i. work with campaigners to press for inclusive curriculum frameworks and entitlements;
- ii. publish materials and resources on decolonising the curriculum;
- iii. lobby governments and administrations to secure inclusive curricular entitlements and
- iv. engage with teacher training providers to embed anti-racist teaching.

CLIMATE CHANGE AND SUSTAINABILITY

Conference welcomes the commitment made within the Position Statement on Climate Change and Sustainability for the Union to be a net zero carbon organisation by 2050.

Conference believes that in order to meet the target for net zero carbon status, the Union must make a concerted effort to review all aspects of its work and confirm necessary changes across the board to make this possible.

Conference notes that the global COVID-19 pandemic has accelerated the Union's approach to the use of digital technology and emphasises how changes can be made to ensure that the Union can operate a digital-first approach to its work.

Conference calls upon the National Executive to:

- i. develop an overarching NASUWT environmental mission statement and environmental policy to cover all aspects of the work of the Union;
- ii. agree and publish the Union's triennial targets for carbon reduction commencing 2021-24;
- iii. confirm the specific actions to be taken annually to deliver on the Union's carbon reduction goals, including recycling and reusing during Union events and in the production of promotional merchandise;
- iv. reduce carbon footprint and air pollution by offsetting carbon emissions from travel to meetings and by continued use of video conferencing and
- v. work with campaigners and lobby the Government for new national Green Recovery Qualification and report annually on progress made by the Union in meeting the net zero carbon target.

ACTIONS TAKEN

The National Executive took the following actions:

- i. Identified campaigning organisations with which the NASUWT can work to promote its priorities on decolonising the curriculum.
- ii. Developed criteria against which currently available relevant resources can be evaluated for suitability for signposting to members.
- iii. Developed a policy proposals on decolonising the curriculum and practical implications for schools.
- iv. Highlighted decolonising of the curriculum at EI and ETUCE Conferences and events, though resolutions and amendments to motions.
- v. Secured four seats on the curriculum sub-group within the Race Equality and Anti-Racism in Education Programme: Stakeholder Network Group.
- vi. Launched new web resources in support of Gypsy and Roma Traveller History Month.

ACTIONS TAKEN

The National Executive took the following actions:

- i. Agreed the move to rolling programme of physical and virtual Conference events.
- ii. Increased investment in online training provision.
- iii. Adopted a digital-first publications and communications strategy.
- iv. Commissioned review of the Union's carbon footprint and energy reduction priorities.
- v. Reviewed annual progress on carbon reduction actions.
- vi. Review of the Hillscourt Conference Centre business plan.
- vii. Paperless National Executive meetings.
- viii. Changes to procurement.
- ix. Review with investment fund managers to prioritise environmental sustainability as part of the Union's ethical investment portfolio.
- x. Engaged with EI in development of the global unions' Teach for the Planet agenda and campaign.
- xi. Collaboration with British and Irish Teacher Unions (BIGTU) and publication of joint statement on climate change.
- xii. Lobbied governments and administrations on education and sustainability.
- xiii. Campaigning at COP26 summit.
- xiv. COP26 public march and demonstration.

NATIONAL OFFICERS AND NATIONAL EXECUTIVE COMMITTEE 2021

President:	Michelle Codrington-Rogers (to Conference 2020) Phil Kemp (from Conference 2020)	
Senior Vice-President:	Phil Kemp (to Conference 2020) Angela Butler (from Conference 2020)	
Junior Vice-President:	Angela Butler (to Conference 2020) Mike Corbett (from Conference 2021 to November 2021)	
Honorary Treasurer:	Russ Walters (to Conference 2021) Sean Taylor (from Conference 2021 to October 2021) Chris Holland (from December 2021)	
Ex-President:	Dave Kitchen (to Conference 2020) Michelle Codrington-Rogers (from Conference 2020)	
District 1	John Hall Dan Lister	
District 2	Lester Russell	
District 3	Karen Brocklebank	
District 4	Jac Casson Rachel Knight	
District 5	Claire Ward	
District 6	Damien McNulty Anne Rycroft	
District 7	Christine Knight (until Sep 2021) Sharon Calvert	Celia Foote (from Sep 2021)
District 8	Robert Barratt (until Sep 2021)	
District 9	Dinsdale Shaw	
District 10	John Crofts	
District 11	Alan Hackett	
District 12	Anne Thompson	
District 13	Debbie Hayton (until Jul 2021) Paul Nesbitt	Alan Jones (from Jul 2021)
District 14	Harold Gurden	
District 15	Caroline Clode	
District 16	Mark Burns	
District 17	Rosemary Carabine	
District 18	Mike Metcalfe (until Oct 2021)	Mark Bilsby (from Nov 2021)
District 19	Wendy Exton	
District 20	Mike Leigh	
District 21	Nigel Williams	
District 22	Ruth Duncan	
District 23	Kathy Duggan Chris Holland	
District 24	Alison Morgan	
District 25	John McGill	
District 26	Nick Trier (until July 2021)	Folasade Afolabi (from Aug 2021)
District 27	Mark Dickinson	
District 28	Elaine Paling	
District 29	Gary Upton (until Dec 2021)	
District 30	Stephen Witherden	
District 31	Mark Morris Jane Setchfield	
District 32	Susan Martin (until Jul 2021)	Helen Johns (Dec 2021)
District 33	Richard Bell Mike Corbett (until Apr 2021)	Scott McGimpsey (from Jun 2021)
District 34	Annelies Taylor (until Jul 2021) Raymond Beggs	



NATIONAL EXECUTIVE STANDING COMMITTEES

January 2020-December 2021

Education Committee

Lester Russell
Richard Bell
Christine Knight
Damien McNulty*
Sade Afolabi

Kathy Duggan
Annelies Taylor
Jane Setchfield
Paul Nesbitt
Helen Johns

Legal Aid, Services and Central Benevolent Committee

Rob Barratt
Rosemary Carabine
Mike Leigh
Alan Jones

Chris Holland*
Dinsdale Shaw
Susan Martin
Mark Burns

Recruitment

Anne Rycroft
Ruth Duncan
Gary Upton
Raymond Beggs
Mike Metcalfe

John Crofts
Alison Morgan
Nick Trier*
Stephen Witherden
Mark Bilsby

Salaries, Pensions and Conditions of Service

Nigel Williams
Caroline Clode
Mike Corbett
Harold Gurden
Scott McGimpsey

Sharon Calvert
Jac Casson
John McGill*
Dan Lister
Rachel Knight

Trade Union Education and Training

Mark Dickinson*
Claire Ward
Karen Brocklebank
Rachel Knight
Scott McGimpsey

Elaine Paling
Anne Thompson
John Hall
Celia Foote

Health and Safety Committee

Debbie Hayton
Mark Morris*
Mark Burns
Delma Boggs
Harold Gurden

Wendy Exton
Alan Hackett
Mike Metcalfe
Alan Jones

Equal Opportunities Committee

Nick Trier
Jane Setchfield*
Annelies Taylor
Rob Barratt
Sade Afolabi
Mark Burns
Anne Rycroft

Debbie Hayton
Jac Casson
Claire Ward*
Sharon Calvert
Delma Boggs
Rosemary Carabine
Caroline Clode

* indicates Chair

NATIONAL ADVISORY COMMITTEES

January 2020-December 2021

Black Members' Advisory Committee

Okoro Akinyemi
Muhammad Khan
Karen Williams

Ajaz Aslam
Ava Verrier

Patricia Earle-Andrews
Andrea Welter

Disabled Members' Advisory Committee

Helen Abbott
Josephine Howard
Carol Wood

Clive Bowles
Lara Morris

Kathryn Downs
Bernadetta Omondi

Leadership Group Advisory Committee

Rashida Din
Suresh Singh

Helen James

Alan Parkhurst

LGBTI Members' Advisory Committee

Stephen Dyer
Peter Taylor

Nik James

Addele Lynas

Post-16 Advisory Committee

Cheryl Danher
Emma Speziale

Anita McGowan
Ron Staker

Siddhartha Nandi Purkayastha

Primary Advisory Committee

Beverley Alderson
Mark Ellison

Claire Colling
Alister Parker

Kevin Donaghy
Michael Parsons

Special Education Advisory Committee

Lawrence Tierney

Kerrie Vernon

Women Members' Advisory Committee

Fiona Hawksley-Cartwright
Candida Mellor
Annelies Taylor

Annwyn Lewis
Mumtaz Quayum

Kat Lord Watson
Sally Rees

Young Members' Advisory Committee

Thomas Swinford



AFFILIATIONS, DONATIONS AND SPONSORSHIPS (OVER £500)

Sponsorship

British Youth Music Theatre

Burma Campaign UK

Global Campaign for Education (Send My Friend to School)

Hazards

National Youth Choir of Scotland

Riverside Band

Tolpuddle Martyrs Festival

Affiliations

Amnesty International

Anti-Bullying Alliance

Citizens UK

Education International

Education and Solidarity Network

ICTU

Scottish TUC

TUC

Wales TUC Cymru

Donations

Durham Miners' Association and Gala

Emergency International Support

Justice for Colombia

CONSULTATION RESPONSES

United Kingdom

Department for Business, Energy and Industrial Strategy

- Making Flexible Working a Default
- Trade Union Act 2016: The Certification Officer's Levy

Foreign, Commonwealth and Development Office

- Girls Education

Government Equalities Office

- Banning Conversion Therapy

Health and Safety Executive

- The Control of Asbestos Regulations 2012. Post Implementation Review

Her Majesty's Revenue and Customs

- Clamping down on promoters of tax avoidance

Her Majesty's Treasury

- Cost control mechanism in public service pension schemes
- Increasing the normal minimum pension age: consultation on implementation
- The future of the SCAPE Discount Rate

Home Office

- Domestic Abuse Act statutory guidance

House of Commons Work and Pensions Select Committee

- Inquiry into the Health and Safety Executive's Management of Asbestos in Buildings

House of Commons Work and Pensions Committee

- Disability Employment Gap

Ministry of Defence

- Initial Consultation on the Establishment of the Queen Berengaria School

England

Department for Education

- Behaviour in Schools
- Changes to the National Funding Formula Sparsity Factor
- Fair School Funding for all: Completing our Reforms to the National Funding Formula
- Initial teacher training (ITT) Market Review
- Introducing International Qualified Teacher Status (iQTS)
- Keeping Children Safe in Education: Proposed Revisions 2021
- Post-Qualification Admissions Reform
- Prioritising schools for the School Rebuilding Programme
- Proposals to Drive up Training Standards for Teachers
- Removing the School Improvement Grant to School and Academy Funding Group (SAFG) Members
- Review of National Funding Formula (NFF) for Allocations of High Needs Funding to Local Authorities: Changes for 2022-23
- School Teachers' Pay and Conditions Document 2021
- Teachers' Pension Scheme: Proposed Changes to Scheme Regulations



House of Lords Public Services Committee

- The role of public services in addressing child vulnerability

House of Commons Public Accounts Committee

- School Funding

National Audit Office

- Study on School Funding and Financial Sustainability

National College for Teaching and Leadership and Teacher Regulation Agency

- Teacher Misconduct: the prohibition of teachers - Advice on factors relating to decisions leading to the prohibition of teachers from the teaching profession

Ofqual

- Arrangements for examinations and contingencies in 2021/22

Ofsted

- Ofsted's role in the Online Education Accreditation Scheme

School Teachers' Review Body

- 31st Report (2021)

Northern Ireland

Department of Education

- Independent Review of Education

Northern Ireland Assembly Committee for Justice

- Sexual Offences and Trafficking Victims Bill

Scotland

GTC Scotland

- Registration Rules

Scottish Government

- Assessment of Wellbeing
- Becoming a Fair Work Nation
- COVID-19 inquiry
- COVID Recovery
- Education Reform
- GIRFEC/Named persons

Scottish Parliament Citizen Participation and Public Petitions Committee

- Ensuring teachers of autistic pupils are appropriately qualified

Scottish Parliament Equalities, Human Rights and Civil Justice Committee

- Scottish Government's budget for 2022/23

Scottish Parliament Health, Social Care and Sport Committee

- Health and Wellbeing of Children and Young People

Scottish Public Pensions Agency

- Amendments to the Scottish Teachers' Pension Schemes 2022

Scottish Qualifications Authority

- 2021 National Qualifications Appeals Process Consultation

Wales

Qualifications Wales

- Qualified for the future: The right choice for Wales

Welsh Government

- Additional Curriculum for Wales guidance – Careers and Work-Related Experiences
- Additional Curriculum for Wales guidance – Religion, Values and Ethics
- Additional Curriculum for Wales guidance – Relationships and Sexuality Education
- Childcare and parental employment: the pandemic and beyond
- Curriculum for Wales Draft Statements of What Matters Code
- Curriculum for Wales Curriculum for funded non-maintained nursery settings
- Curriculum for Wales Enabling Pathways
- Curriculum for Wales Progression Code
- Curriculum for Wales EOTAS guidance
- Draft Social Partnership and Public Procurement (Wales) Bill
- LGBTQ+ Action Plan
- Race Equality Action Plan Wales
- Relaxing of Reporting Restrictions
- School improvement guidance
- STPC(W)D 2021



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

Northern Ireland

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

Scotland

Career Pathways Lead Teacher Working Group (Scotland)
COSLA/Workforce Issues Group
COVID Education Recovery Group (Scotland)
Curriculum and Assessment Board (Scotland)
Education Scotland - Professional Learning and Leadership Stakeholder Forum
Headteacher Recruitment Working Group
Joint meeting of Harmful Sexual Behaviours Delivery Group and Gender Based Violence in Schools Working Group (Scotland)
LGBT Inclusive Education Implementation Group (Scotland)
Mental Health in Schools Working Group
National Improvement Framework Professional Associations Group
Physical Intervention and Seclusion Sub Group (Scotland)
Physical Intervention working group (Scotland)
Practitioner & Stakeholder Advisory Group (Scotland)
PSE Delivery & Implementation Group
Race Equality and Anti-Racism Education Programme Stakeholder Network Group
Scottish Advisory Group on Relationships and Behaviour in Schools
Scottish Board for Teacher Education
Scottish Government re. Scottish Attainment Challenge
Scottish Negotiating Committee for Teachers
Scottish Negotiating Committee for Teachers - Teachers' Panel meeting
Scottish Negotiating Committee for Teachers Sabbaticals Working Group
Scottish Negotiating Committee for Teachers Support Group
Scottish Negotiating Committee for Teachers - Job Sizing Group
Scottish Teachers' Pension Scheme Advisory Board
STUC and Scottish Parliament Labour Trade Union Group
STUC Black Workers' Committee

STUC Public Services Liaison Group
 STUC General Council
 STUC Equality Officers Network
 STUC Women's Committee

UK/England

Amnesty International Trade Union Network Committee
 Anti-Bullying Alliance Advisory Group
 AQA General Teachers' Unions meeting
 Asbestos in Schools Group
 DfE Asbestos Steering Group
 DfE Mental Health in Education Action Group
 DfE Ministerial Stakeholder Group on COVID-19
 DfE Ministerial Stakeholder Group on Qualifications
 DfE Permanent Secretary's Stakeholder Group
 DfE Programme of Talks
 DfE RSHE advisory group
 DfE School and Academy Funding Group
 DfE Sustainability & Climate Change Working Group
 DfE Trade Unions Group on Special Educational Needs
 DfE Trade Union Working Group on Recruitment and Retention of Teachers
 England & Wales Teachers' Pension Scheme Advisory Board
 Joint Council for Qualifications Teacher Associations meeting
 Joint Union Asbestos Committee
 National Hazards Committee
 National Joint Council for Staff in Sixth Form College
 Oak Academy Advisory Group
 OCR Trade Unions Meeting
 Ofsted Standing Group of Teacher Associations
 Ofqual Examinations Stakeholder Engagement Group
 Pearson Qualifications Teacher Associations Group
 Send My Friend to School Steering Group
 Special Educational Needs Consortium
 Stakeholder Advisory Group on ITT
 Standards and Testing Agency Teacher Associations meeting
 Traveller Movement – Education Steering Group
 TUC Disabled Workers' Committee
 TUC Education Unions Group
 TUC Equality Officers Network
 TUC European Network
 TUC Executive Committee
 TUC General Council
 TUC Health and Safety Specialists Network
 TUC International Officers' Meeting
 TUC LGBT+ Committee
 TUC Pensioners' Committee
 TUC Pension Specialists' Committee
 TUC Public Services Liaison Group
 TUC Race Relations Committee
 TUC Union Legal Officers' Network
 TUC Women's Conference
 TUC Young Workers' Committee
 Universities Council for the Education of Teachers



Wales

Education Trade Union Partnership Group
Education Workforce Council - Teachers Liaison Group
Education Workforce Council
Learning and Progression External Stakeholder Group
School Teachers' Pay and Conditions Partnership Forum
Schools Social Partnership Forum
Wales Learning, Qualifications and Assessment Stakeholder Group
Wales TUC Equalities Committee
Wales TUC General Council
Welsh Government Managing Workload and Reducing Bureaucracy Group
Welsh Government Strategic Stakeholders Group
Welsh Government Union Partners
Welsh Government Workforce Partnership Council
Welsh Joint Education Committee

Other

Education and Solidarity Network Board
Education International & OECD 11th International Summit on the Teaching Profession
Education International Development Cooperation Meeting
ETUCE Advisory Panel
ETUCE Executive Committee
ETUCE Standing Committee for Equality
Trade Union Advisory Committee to the OECD
United Nations Commission on the Status of Women

FORMATION, DISSOLUTION AND AMALGAMATION OF LOCAL ASSOCIATIONS

The National Executive approved the following changes to Local Associations:

Cheshire East

The three non-negotiating Local Associations known as Crewe, Congleton and District, and Macclesfield were dissolved along with the Federation known as Cheshire East.

A newly constituted Negotiating Local Association, Cheshire East, was formed with boundaries based on the area covered by the former Crewe, Congleton and District, and Macclesfield Local Associations.

Shropshire

The two non-negotiating Local Associations known as Shropshire North and South Shropshire were dissolved along with the Federation known as Shropshire.

A newly constituted Negotiating Local Association, Shropshire, was formed with boundaries based on the area covered by the former Shropshire North and South Shropshire Local Associations.

Staffordshire

The nine non-negotiating Local Associations known as Burton on Trent, Cannock and Lichfield District, Cheadle, Leek, Newcastle (Staffs), North Staffordshire, Stafford, Stone and South Staffs, Tamworth and Uttoxeter were dissolved along with the Federation known as Staffordshire.

A newly constituted non-negotiating Local Association, Newcastle and Staffordshire Moorlands, was formed with boundaries based on the area covered by the former Cheadle, Leek, Newcastle (Staffs), North Staffordshire Local Associations.

A newly constituted non-negotiating Local Association, Stafford and East Staffordshire, was formed with boundaries based on the area covered by the former Burton on Trent and Uttoxeter Local Associations and part of the former Stafford, Stone and South Staffs Local Association.

A newly constituted non-negotiating Local Association, Cannock and South Staffordshire, was formed with boundaries based on the area covered by part of the former Cannock and Lichfield District Local Association and part of the former Stafford, Stone and South Staffs Local Association.

A newly constituted non-negotiating Local Association, Tamworth and Lichfield, was formed with boundaries based on the area covered by the former Tamworth Local Association and part of the former Cannock and Lichfield District Local Association.

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

Bournemouth, Christchurch, Poole and Dorset

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

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

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



NASUWT
The Teachers' Union
www.nasuwat.org.uk