

## Pay – Cost of Living Uplift



E-ACT followed the recommendation of the School Teachers' Review Body (STRB) in paying all teachers *on all points of the pay scales* the 2.75% Cost of Living uplift. The NASUWT welcomes this decision. However, the Union urges the Trust to raise teachers' pay across the board in order to make up for the failure of public sector pay to keep up with inflation over the past ten years.

### **NASUWT Pay Scales 2019-20 (Including 2.75% on all points of the pay scales)**

M1	£24,373	UPS1	£37,654
M2	£26,298	UPS2	£39,050
M3	£28,413	UPS3	£40,490
M4	£30,599		
M5	£33,010		
M6	£35,971		

Allowances pertaining to Unqualified Teachers, Leadership Group, Lead Practitioners, Teaching and Learning Responsibilities and Special Educational Needs, as well as London and the Fringe, are available at: [www.nasuwat.org.uk/englandpayscales](http://www.nasuwat.org.uk/englandpayscales).

### **Have you received your Pay Determination letter?**

Each Autumn, you should receive a pay determination letter so that you are aware of the scale point on which you are being paid.

### **Automatic Pay Progression on the Main Pay Scale**

Following negotiation with the NASUWT and other unions, E-ACT has adopted automatic pay progression on the Main Pay Scale to replace performance-related pay which has been in place since 2013. The replacement of performance-related pay with automatic pay progression is a key NASUWT policy aim, and the NASUWT welcomes this change to the E-ACT Pay policy. E-ACT teachers should have greater certainty over their pay because of this change.

*(continued overleaf)*

## Finances in your MAT

Multi-academy trusts (MATs) have to publish their accounts at the end of each academic year. The accounts describe the financial position of the Trust and include details of governance and the strategic management of the Trust. The E-ACT accounts detail the budget of the MAT. For example, in 2018/19, E-ACT's total funds were £117 million and the Trust's reserves at the end of the year were £4.8 million. The CEO of the MAT was paid £177,773.

All MAT accounts can be found on the Companies House website at: <https://www.gov.uk/government/organisations/companies-house>.

## E-ACT News

E-ACT has made it clear to the NASUWT that it wishes to build a positive working relationship which leads to E-ACT becoming an employer of choice for teachers, with a good record of recruiting and retaining staff. The NASUWT welcomes this aspiration on the part of E-ACT and has made it clear to the Trust that it wishes to negotiate practical measures to reduce teacher workload and end unnecessary teacher monitoring.

The NASUWT met with E-ACT to consult on the following policies in the Autumn Term:

- Capability;
- Special Leave; and
- Alcohol and Substance Misuse.

The NASUWT has not agreed any E-ACT HR policies, and NASUWT members should seek assistance from the NASUWT if E-ACT policies are applied to them. NASUWT assistance is available from: [advice@mail.nasuwat.org.uk](mailto:advice@mail.nasuwat.org.uk).

## Performance Management

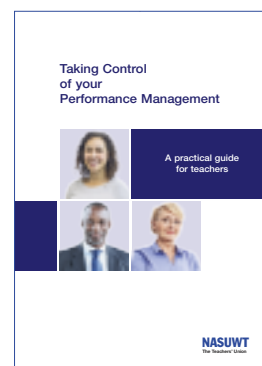
The NASUWT publication, *Taking Control of your Performance Management*, is a comprehensive guide for members and is available at: [www.nasuwat.org.uk/performancemanagement](http://www.nasuwat.org.uk/performancemanagement).

## Teachers' Standards and Career Stage Expectations

Members are advised not to complete and submit 'self-assessments' against the Teachers' Standards. It should be assumed that you are reaching the standards, unless a concern has been raised in writing during the course of the academic year and meaningful support provided before the end of the review cycle.

## Informal Support Plans

If you are offered support in an aspect of your teaching practice, any programme of support should be agreed with you, and the plan put in place should be 'supportive' rather than consist of extra monitoring or an increased workload. This could include coaching, attending a training course or observing other colleagues in your schools or at another school. Do not agree to a plan unless reasonable timescales are put in place, and the plan should not include excessive observations or a requirement to carry out meetings or coaching in your planning, preparation and assessment (PPA) time. Postpone agreement of such a plan until it is amended so that it is supportive and personal to you. The plan for improvement should be clear and achievable, rather than vague and subjective. Keep all paperwork and evidence related to the plan, and if the promised support does not take place, make sure this is recorded. If support is accompanied by a threat of capability, contact the NASUWT immediately for advice.



## **Making Data Work**

The Department for Education (DfE) and Ofsted support the NASUWT view on the use of data targets for teachers' performance management.

*Making Data Work* – the recent DfE report – states:

*'Trying to hold teachers to account for assessments that they typically administer themselves undermines effective assessment and risks unduly distorting curriculum and classroom practice. The performance of a single exam class should also not be used as a principal measure of teaching quality in a performance management system, not least because it can distort the focus of teachers away from other classes. The exam performance of a class depends on many factors, most of which are outside the control of the person who happens to have them in their final year. This is why pay progression should never be dependent on quantitative assessment metrics, such as test outcomes.'*

Please note that the results of more than one class or year group is still a quantitative metric.

This DfE report is in accord with the NASUWT's long-held position that data targets should never be used for the performance management of teachers. The report and the related NASUWT guidance is available at: [www.nasuwt.org.uk/workload](http://www.nasuwt.org.uk/workload).

Ofsted 'Mythbusters' – Ofsted has confirmed the DfE position on data, stating:

*'Inspectors do not expect school leaders to set teacher performance targets based on commercially produced predictions of pupil achievement, or any other data set, from which they would hold teachers to account.'*

The Ofsted 'Mythbusters' can be found at: [www.nasuwt.org.uk/ofstedinspectionmyths](http://www.nasuwt.org.uk/ofstedinspectionmyths).

## **New Ofsted Framework**

Changes to the Ofsted Framework from September 2019 highlight the need for school leadership to reduce workload and cut down their dependence on the use of internal data. The NASUWT welcomes the provision in the new Ofsted Framework that no school will be identified as outstanding unless it takes the wellbeing of staff and working conditions of teachers seriously.

You can read about the changes to Ofsted at: [www.nasuwt.org.uk/ofstedchanges](http://www.nasuwt.org.uk/ofstedchanges).

You can also take part in our Ofsted Survey at: [www.nasuwt.org.uk/inspectionssurvey](http://www.nasuwt.org.uk/inspectionssurvey).

## **Equality Consultation Conferences**

The NASUWT holds regular consultation conferences, designed for members from under-represented groups, leadership members and supply teachers, in order to inform NASUWT policy and practice. To find out more about our 2020 conferences and how to book a place, see: [www.nasuwt.org.uk/consultationconferences](http://www.nasuwt.org.uk/consultationconferences).

LGBTI Teachers' Consultation Conference – 22 February;

Supply Teachers' Consultation Conference – 14 March;

Disabled Teachers' Consultation Conference – 13 June.

## **Leadership Update – 23 May**

Sign up for this seminar at: [www.nasuwt.org.uk/leadershipbriefings](http://www.nasuwt.org.uk/leadershipbriefings).

## **Behaviour Management**

Chris Keates, NASUWT Acting General Secretary, has spoken out about the culture of 'teacher blaming', which some restorative justice behaviour systems have created. The NASUWT has developed guidance on

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Behaviour Management, including our *Behaviour Management Statement of Principles* and guidance on developing and reviewing school procedures. This is available at: [www.nasuwat.org.uk/behaviour](http://www.nasuwat.org.uk/behaviour).

In the case of serious violent and abusive behaviour, the NASUWT has produced guidance on risk assessments for members, school representatives and school leaders: [www.nasuwat.org.uk/riskassessmentviolence](http://www.nasuwat.org.uk/riskassessmentviolence).

### **Brexit**

NASUWT members who are EU, EEA or Swiss citizens will be required to apply for settled status if they wish to continue working in the EU after December 2020. This will also apply to family members of EU/EEA/Swiss citizens, if they are not EU, British or Irish citizens. Find out more about this process, and further general information about how the EU exit will affect teachers and schools, at: [www.nasuwat.org.uk/brexit](http://www.nasuwat.org.uk/brexit).

### **Teachers' Pensions**

Have you checked that your Teachers' Pensions Record of payments is up to date? It is important that your record of contributions is accurate. The NASUWT advises that you log on to the Teachers' Pensions website and verify that your service record is accurate. It is wise to keep your payslips and any documentation around pay, particularly when you move to a new school: <https://www.teacherspensions.co.uk/>.

The NASUWT negotiates with the DfE in order to maintain the value of the Teachers' Pension. An update on the current issues around pensions can be found at: [www.nasuwat.org.uk/englandpensions](http://www.nasuwat.org.uk/englandpensions).

### **Planning to Retire?**

Before you decide to retire, find out more about your entitlements. Advice can be found on the Teachers' Pension Scheme (TPS) website and by contacting our partners, the Wesleyan, on: [www.wesleyan.co.uk](http://www.wesleyan.co.uk).

### **Mental Health**

The NASUWT is leading the way on teachers' mental health and wellbeing. We have addressed the issue with the Government and policymakers and supported members across the country. The NASUWT Big Question Survey reports that 85% of teachers say that their job has impacted negatively on their wellbeing in the last 12 months and that 70% believe the job has impacted on their mental health in the last two months. Eighty-three per cent of teachers frequently worry about work problems when not working.

The NASUWT has developed a range of mental health resources and support courses. Find out more at: [www.nasuwat.org.uk/mentalhealth](http://www.nasuwat.org.uk/mentalhealth).



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