

Independent Welsh Pay Review Body (IWPRB): Remit for the 2nd Report

Response of the Association of School and College Leaders

Introduction

1. The Association of School and College Leaders (ASCL) represents over 19,000 education system leaders, heads, principals, deputies, vice-principals, assistant heads, business managers and other senior staff of state-funded and independent schools and colleges throughout the UK. ASCL members are responsible for the education of more than four million young people in more than 90 per cent of the secondary and tertiary phases, and in an increasing proportion of the primary phase. ASCL Cymru represents school leaders in more than 90 per cent of the secondary schools in Wales. This places the association in a strong position to consider this issue from the viewpoint of the leaders of schools and colleges of all types.

2. ASCL Cymru welcomes the opportunity to make a written submission in response to the Independent Welsh Pay Review Body's (IWPRB) call for evidence on considerations a) for implementation from September 2020 and b) for longer term consideration.

Matter for recommendation

What adjustments should be made to the salary and allowance scales for classroom teachers, unqualified teachers and school leaders, to ensure the teaching profession in Wales is promoted and rewarded to encourage recruitment and retention of high quality practitioners.

3. ASCL Cymru welcomed the recommendations made by the IWPRB in their 1st Report¹. The award of five per cent to NQTs on MPR1 was welcomed in light of the recruitment issues and the repeated failure to meet ITE targets, but we remain disappointed that this was not extended to all teachers as called for in our joint union submission. This did nothing to address the real terms cuts that teachers and leaders have experienced since 2010.

4. We were pleased to see that the Welsh Government stood by the previous First Minister's commitment that there would be no detriment between teachers and leaders in Wales to those in England by matching the pay award given by the Westminster Government's Secretary of State for Education.

5. However, we do have concerns about the timing of the publication of the report and the Welsh Government's response to it. The timeline in Wales cannot be at the mercy of Westminster internal politics and negotiations.

¹ <https://gov.wales/independent-welsh-pay-review-body-first-report-2019>

6. It is not acceptable for the report to be released when schools are breaking up for the summer. Schools need to know what the proposed pay award is before the final Governing Body meetings of the academic year.

7. The timetable for the second remit should have seen the IWPRB's report and the Welsh Government's response to it published in March. Following a four-week consultation period the STPCD (W) was then due to be published in April.

8. In our response² to the consultation on the 1st report and the Government's response to it, we stressed that it was vital that the Teachers' Pay and Conditions timetable agreed at the Pay Forum was adhered to. Yet the 2nd remit was not issued to the IWPRB until the end of February 2020 instead of September 2019.

9. This leaves very little time for the consultees to provide their evidence and for the IWPRB to review it and complete their report. In light of the items included in the remit, the importance and scale of these is not reflected in the timescales and has been detrimentally affected by the delay.

10. It is also crucial that funding information relating to pay awards is published at the same time as the pay awards.

11. It has been our longstanding position that all pay awards should be funded in full by the Government, and since the devolution of responsibility for pay and conditions, that now falls to the Welsh Government.

12. We acknowledge that the recent changes made to the timings for the process were necessary due to the situation caused Covid-19 pandemic, and that we were in agreement with the proposals for them. However, we must note that this does remove the oral evidence sessions which are an important part of the process for all consultees.

13. The delays to the overall process place teachers and leaders in Wales at a disadvantage to those in England. As far as we are aware, the STRB process is still going ahead in line with the revised timeline following the General Election and we expect their report to be published in May.

Overview of the Welsh Context

14. In January 2019, there were 1,494 maintained schools and 75 independent schools in Wales. There were 27 less maintained schools than 2018, a reduction which was largely due to school closures and amalgamations.³

15. In 2018 there were 26,129 qualified teachers, which has dropped to 25,802 in 2019. This is the lowest since 2000. Teacher numbers had largely remained steady, with a peak in 2006 at 28,461. However, they have decreased year-on-year for the last five years and there are now 2,700 less than in 2000.⁴

16. In contrast pupil numbers have risen steadily since 2013/14.⁵

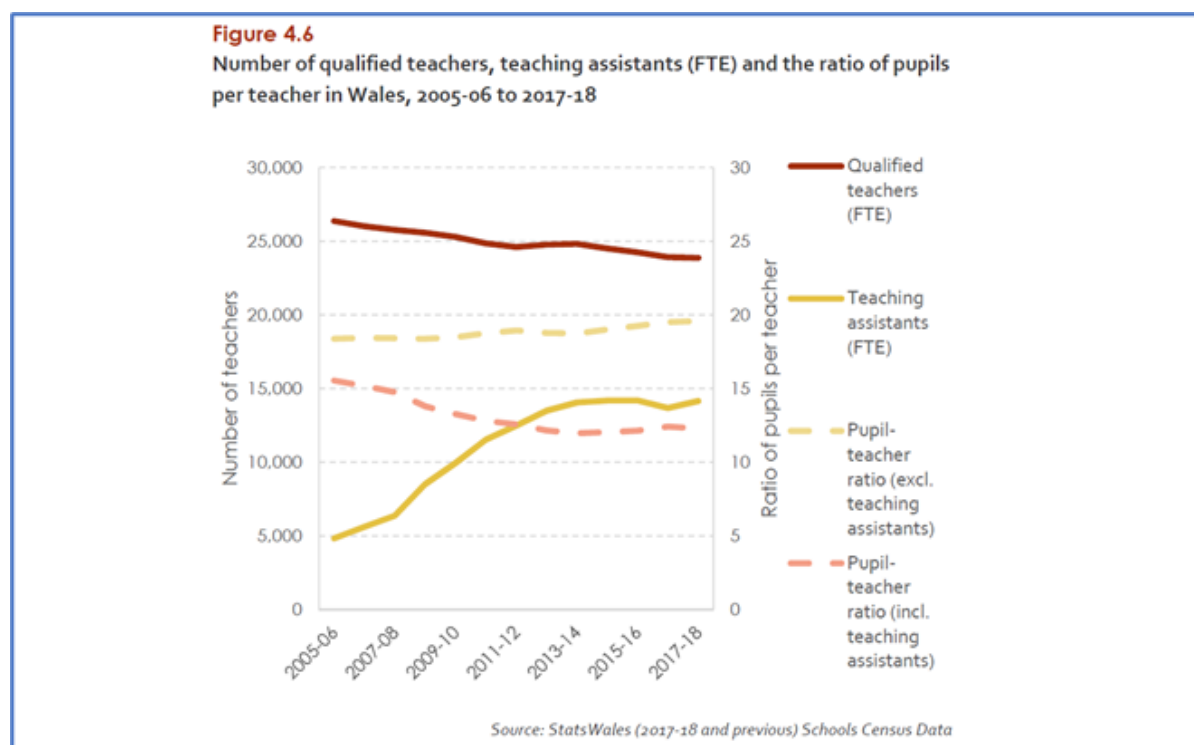
² <https://www.ascl.org.uk/Help-and-Advice/My-employment,-pay,-conditions-and-pension/Pay-and-conditions/ASCL-response-to-the-IWPRB-1st-Report>

³ Statistical First Release, School Census Results, 2019, Welsh Government Statistics

⁴ Ibid

⁵ Ibid

17. A report, *The Public Sector in Wales*⁶, published in June 2019 tracks the decline in qualified teachers and shows the increase in the pupil to teacher ratio (PTR) as a result. The chart below is taken from the report.



18. The report shows that although secondary pupil numbers have been in decline in recent years, there has been growth in primary, and when this cohort of pupils transition to secondary education, the size of the secondary teaching workforce will need to increase to meet demand.⁷

19. Wales has not adopted the academy model that has been favoured in England and as a result the School Teachers' Pay and Conditions Document (STPCD) Wales has remained a critical document to all schools in Wales. Although academies in England have the freedom to not adopt the STPCD, experience has shown that the majority have chosen to do so.

Pay Ranges

Background

20. Following the publication of the 1998 Green Paper '*Teachers – meeting the challenge of change*'⁸ the resulting reform of the pay structure for teachers began in 2000. The aim was to aid teachers' recruitment and retention by offering higher salaries more quickly and access to a higher pay scale.

21. The upper pay scale (UPS) and the Threshold Standards were introduced in September 2000 and implemented in September 2002. At the same time, the main pay scale (MPS) was shortened from 9 points to 6, starting at what was M2 on the

⁶ https://www.cardiff.ac.uk/_data/assets/pdf_file/0019/1517041/public_sector_june_final2.pdf

⁷ Ibid Pg 35

⁸ <http://www.educationengland.org.uk/documents/gp1998/teachers-change.html>

old scale. The old point 9 and the new point 6 had exactly the same monetary value at the point of assimilation.

22. On the original five scale points, the first (U1) was approximately £2,000 more than the top of MPS (M6) which represented 8.35 per cent and the top (U5) was approximately £6,500 more, which represented 25.3 per cent.

23. The erosion of teachers' pay over time, through public sector pay caps and differentiated pay awards, means that there is currently just £1,683 difference between the maxima of the main pay range and the minima of the upper pay range. This represents 4.7 per cent and just over £4,500 difference between the maxima of the main pay range and the maxima of the upper pay range, representing just 12.6 per cent – less than half the original differential.

24. The report, *Teachers Before the Threshold* (Marsden, D, 2000)⁹, stated that the Green Paper stressed the positive arguments for improving rewards and incentives, but that much of the teachers' responses were likely to be conditioned by what they believe are its true objectives.

25. There was *'general scepticism about the professed goal of raising pupil achievements, and a strong suspicion that there is a hidden agenda of minimising the cost of uprating teachers' salaries, and of getting more work out of them'*.

26. There was also a belief that financial constraints would impose a 'quota' so that many deserving teachers would not be allowed to pass the Threshold.

27. In the first year of the reforms 180,000 teachers moved from the top of the main pay scale to the first point on the new upper pay scale¹⁰. This shows how many teachers had been stuck at the top of the main pay scale. It also showed that Headteachers had used the new possibility of progression as a retention measure.

Current Situation

28. A DfE research report from November 2018¹¹ shows teachers want greater parity on the criteria and process for moving from the main pay range to the upper pay range. They also want to see consistency across schools and within schools in how progression from the main pay range to the upper pay range happens.

29. In the report¹², headteachers commented on the need for an overall pay rise across the sector which they felt was more important than issues around the actual framework. Most teachers agreed and commented that they did not think that the pay framework was the problem, but that they were not being paid enough for the hours they were doing.

30. The timescales for progressing from the minima and maxima of pay ranges can be decided, and accelerated, by employers to reward outstanding performance or aid recruitment and retention

31. It is our view that it would be more appropriate to provide more clarity around this area rather than remove it. School leaders need more flexibility in order to

⁹ http://eprints.lse.ac.uk/3641/1/teachers_before_the_threshold.pdf

¹⁰ 'An examination of teachers' pay' Incomes Data Services, August 2008

¹¹ [Teachers', leaders' and governors' views on the pay framework, DfE, November 2018](#)

¹² Ibid

recruit and retain staff, not less. They value teachers and want to be able to give them the opportunity to progress, reflecting their skills and they want to attract quality teachers.

32. The old system was discarded with strong justification, and there is no evidence which supports returning to it. Adequately funding the sector would resolve any issues that there are with the current system.

33. In the final report before the devolution of pay and conditions to the Welsh Government, the STRB made a recommendation for a 3.5 per cent uplift to all pay and allowance ranges for teachers and leaders. Their reason for this was to address deteriorating trends in teacher retention¹³. The Secretary of State ignored this recommendation, choosing instead a differentiated which resulted in experienced teachers and school leaders receiving uplifts of just 2 per cent and 1.5 per cent respectively.

34. This was not redressed in the IWPRB's 1st report, but instead a further differentiated award was recommended and accepted by the Welsh Minister.

35. None of these actions have done anything to address the deteriorating trends in retention, and from the figures we highlight later in our evidence, it is clear to see that this is now more crucial than ever, with the retention situation in Wales now being much worse than in England.

36. Urgent action is now required and a substantial increase to all pay ranges and allowances is needed if we are to stem the rapid flow of teachers leaving the profession.

Reintroduction of national pay scales

37. We do not understand why this has been included in this remit from the Minister when it was considered in the 1st remit and there was a clear recommendation from the pay review body relating to it.¹⁴ We set out below our reasons for supporting this once again.

38. Since the removal from the STPCD of the fixed pay points on all pay scales and allowances in 2013, we have seen the vast majority of employers choose to mirror the old fixed pay points.

39. However, there is fragmentation in the system due to some local authorities applying the annual uplifts in different ways to others. The inclusion of fixed pay points in the STPCD would resolve this issue moving forwards.

40. Furthermore, it is our view that it should be made absolutely clear that the annual pay award must be applied to all points within all pay ranges and allowances. This must be made a compulsory element of the STPCD (W).

41. We believe that the pay system as a whole would be better with the fixed pay points reinstated into the STPCD (W) as stated above, but this has to apply to all pay ranges, not just the Main and Upper Pay Ranges.

¹³ STRB 28th Report

¹⁴ IWPRB 1st report, Recommendation 7

42. ASCL, in partnership with NAHT, NEU, UCAC and Voice, have continued to produce and publish a guidance document containing the updated pay scales each year, and it is these scales that we would expect to see adopted into the Document moving forward.

43. For teaching to remain competitive and to help to address the recruitment and retention crisis, it is essential that adjustments to pay ranges are made centrally so that all staff receive them.

44. To ensure equitable treatment for all staff, funding should be provided to assimilate all teachers and leaders who are currently on lower valued points to the minimum advisory pay points as published by joint unions which we are calling to be included in the Document.

Performance-related Pay Progression

45. We firmly believe that there is no place for the 'cost of living' element of the pay system to be linked to performance, and as such we encourage employers and our members to keep it separate from pay progression increases. This should be made clear in the STPCD (W).

46. Furthermore, there is currently no evidence that performance-related pay impacts positively on pupil outcomes, and growing evidence that it may have a negative impact on retention¹⁵ and workload, with the majority (66 per cent) of teachers surveyed for a DfE report¹⁶ feeling that their school's current pay policy had added to their workload.

47. Recent research suggests that performance-related pay does not work in schools in the same way that it does in business¹⁷. Linking pay to performance, which can be difficult to effectively and accurately measure in an increasingly subjective accountability system, can actually demotivate teachers.

48. Research also shows that while the majority of evidence relates to hourly pay, there is a growing body of literature that emphasises gender pay gap in pay systems where pay is based on performance, and the gender gap in performance related pay is greater than base pay.¹⁸

49. There is also evidence that women are less likely than men to be employed in jobs in which pay are based on performance, and that conditional on receipt of performance related pay, women receive a lower share relative to males, in particular among the highest paid employees.²⁶

50. This does nothing to address the imbalance of representation of female senior leaders in the sector, particularly in the secondary phase. Of the teaching workforce overall, 74 per cent are female. For senior leadership roles overall, just 64 per cent are female and in secondary it is less than half at just 48 per cent¹⁹.

¹⁵ 'Factors affecting teacher retention: qualitative investigation', DfE/Cooper Gibson Research, March 2018

¹⁶ 'Evaluation of Teachers' Pay Reform', DfE, October 2017

¹⁷ 'Better Schools for all?' Nuffield Foundation, June 2019

¹⁸ Understanding the Gender Pay Gap in the UK Public Sector, August 2019

¹⁹ StatsWales, 2018/19

51. Furthermore, the bureaucracy involved in linking performance to pay impacts negatively on workload for both the school leaders operating the system, and the staff being appraised.

52. ASCL's current position in England, is that all employers, not just academies, should have the autonomy to choose whether or not to continue with a performance-related pay system or to develop an alternative robust appraisal system that is not linked to pay. We have called for the STRB to remove the link between pay and performance from the STPCD and this is what we want for everyone.

53. Therefore, it is our view that the performance-related pay element of the pay system needs to be removed from the STPCD (W) at the earliest opportunity.

Pay Policies

54. The current flexibilities within pay policies allow employers to set pay levels within set limits and thereby address any context specific recruitment or retention issues that they may face.

55. This is important for senior leadership roles from two perspectives. Firstly, for Headteachers to recruit and retain staff in their own schools. Secondly, for employers, as in conjunction with the STPCD (W) guidance, Governing/Trust Boards can extend the Headteacher's pay range to ensure that they are able to recruit, or retain, high quality leaders for the schools.

56. The guidance in the STPCD (W) on how to do this is clear and robust, and ensures that due process is followed when employers feel it necessary to pay a salary above the school's normal Headteacher group.

57. We believe that it would be beneficial to also include other roles such as Executive Headteachers in the Document, and we have made similar recommendations to the STRB for inclusion in the STPCD in England.

Pay Portability

58. Although the obligation on schools when recruiting to match a teacher's existing salary on either the main, the upper or the unqualified pay range was removed from the STPCD from September 2013, it is something that schools in Wales have tried to maintain.

59. It has generally remained common practice and we would therefore like to see it reintroduced into the STPCD (W).

Teaching and Learning Responsibility Payments (TLRs)

60. It is our view that the current structure for TLRs is working effectively and does not need to be changed.

61. We believe that it is important to retain the flexibilities offered by the current structure and cannot support any move to a national fixed scale for TLRs.

62. Schools are very different – the size of budget and context of schools would make a fixed TLR range unworkable.

63. There would be a risk that challenging and vulnerable schools would face severe recruitment issues, for example, if two roles were advertised and the TLR was the same, applicants would favour a higher performing school, or a school in a more affluent area.

64. This would be a particular issue for bi-lingual schools, being smaller schools who are already experiencing more difficulty in recruitment than English speaking schools.²⁰ The details of this can be seen later in our evidence on recruitment.

65. There would also be risks of inequalities linked to the size of the role, so a Head of Department in a small secondary could be paid the same TLR value as a Head of Department in a large secondary where they are required to line manage significantly more staff.

66. It is our view that TLR3s are also very valuable in the professional learning for less experienced teachers and that they help to motivate and develop staff.

67. To summarise, we do not feel that a move to a national fixed scale for TLRs would be beneficial to the profession. We are strongly opposed to any plans for them to be set by anyone other than the employer, allowing them to take into consideration the complexities of each role and the context of their individual school.

68. However, if this were to go ahead no teacher should suffer any financial detriment as a result of any assimilation process and any changes should be fully funded by the Welsh Government.

Recruitment

Initial Teacher Education

69. The number of new secondary school trainee teachers missed the target by over a third (40 per cent) in 2017/18, the latest year for which figures are available.²¹

70. This is not due to reductions in students coming from only one particular nation. Over the four years period ending 2017/18 students from Wales fell by 25 per cent and from England fell by 54 per cent.²²

71. There has also been a decline (37 per cent) in the number of ITE entrants from Wales on secondary school courses in Wales. However, over the same four year period, the number starting to train in England increased (34 per cent).²³

72. The number of new primary school trainees stayed slightly below the target for a third year.²⁴

²⁰ [Is there a teacher recruitment and retention crisis in Wales? EWC, May 2017](#)

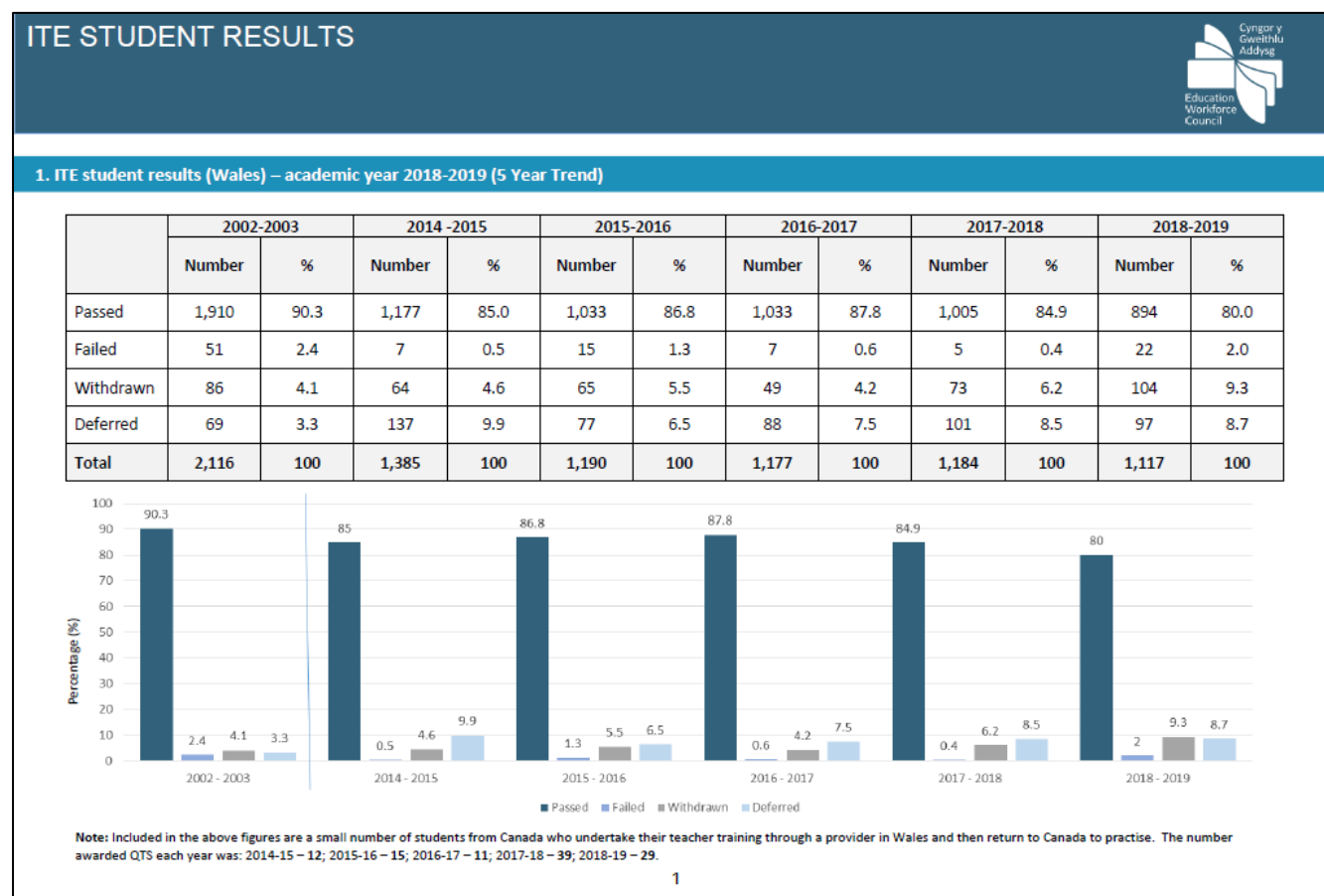
²¹ <https://gov.wales/sites/default/files/statistics-and-research/2019-05/initial-teacher-education-september-2017-to-august-2018-992.pdf>

²² Ibid Pg 4

²³ Ibid Pg 8

²⁴ Ibid Pg 1

73. The Initial Teacher Education (ITE) student results for 2018/19 showed that the pass rate dropped again to 80 per cent and the number of students who withdrew increased to 9.3 per cent. The table²⁵ below shows the steady decline in the pass rate over the last three years.



74. Of the numbers that failed or withdrew, over 50 per cent of each were in the age category 'under 25'.

75. All of the above paint a very worrying picture for ITE recruitment to the secondary phase. With the repeated failure to meet recruitment targets, ongoing steady decline in the pass rate and an increase in the numbers who withdrew from the course, coupled with the significant decline in retention rates detailed later in our evidence, it is clear that a perfect storm is being created for teacher supply.

Newly Qualified Teachers (NQTs)

76. In 2019, 3.3 per cent of all teachers were NQTs. The number of NQTs has continued to decline as demonstrated in the table below.²⁶

	March 2002	March 2015	March 2016	March 2017	March 2018	March 2019
Number of NQT's	1,476	1,268	1,228	1,149	1,207	1,165

77. The gender balance of NQTs remains broadly similar, which is reflective of the teaching workforce as a whole, with around 70 per cent female. However, there has been a slight increase (2.7 per cent) in the proportion of males over the five year period to 2019.²⁷

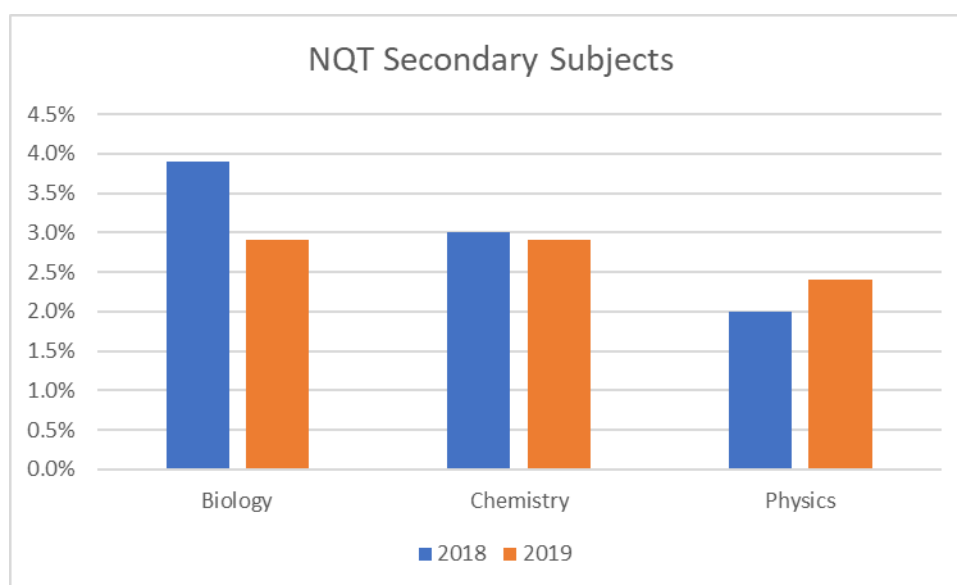
²⁵ [ITE Student Results 2018/19, EWC](#)

²⁶ [NQT Data Analysis, 2019 EWC](#)

²⁷ *Ibid* p. 1

78. Only 24.3 per cent of NQTs in 2019 were able to teach through the medium of Welsh, which although is a slight increase from 22.6 per cent in 2018, is still lower than 30 per cent in 2017²⁸. This will be contributing to the recruitment difficulties experienced by bi-lingual schools.

79. NQTs qualifying in some STEM subjects in secondary schools are still very low, and two out of the three Science subjects have dropped since last year. Biology at 2.9 per cent (3.9 per cent 2018), Chemistry at 2.9 per cent (3.0 per cent 2018) and Physics at 2.4 per cent (2.0 per cent).



80. This will also be contributing the recruitment challenges around STEM subjects.

Vacancies – all schools

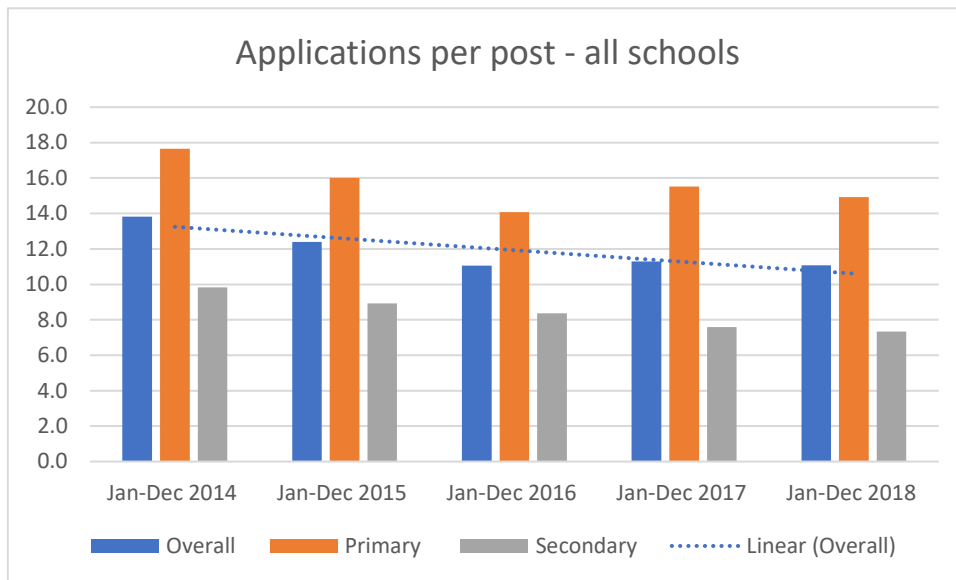
81. For the five-year period to December 2018, the number of applications received for each post advertised has continued to decrease. This is the case for vacancies overall and for both primary and secondary phases individually.

82. For the one-year period ending December 2018, there were 11.1 applications per post for schools overall, made up of 14.9 per primary post and just 7.3 per secondary post.

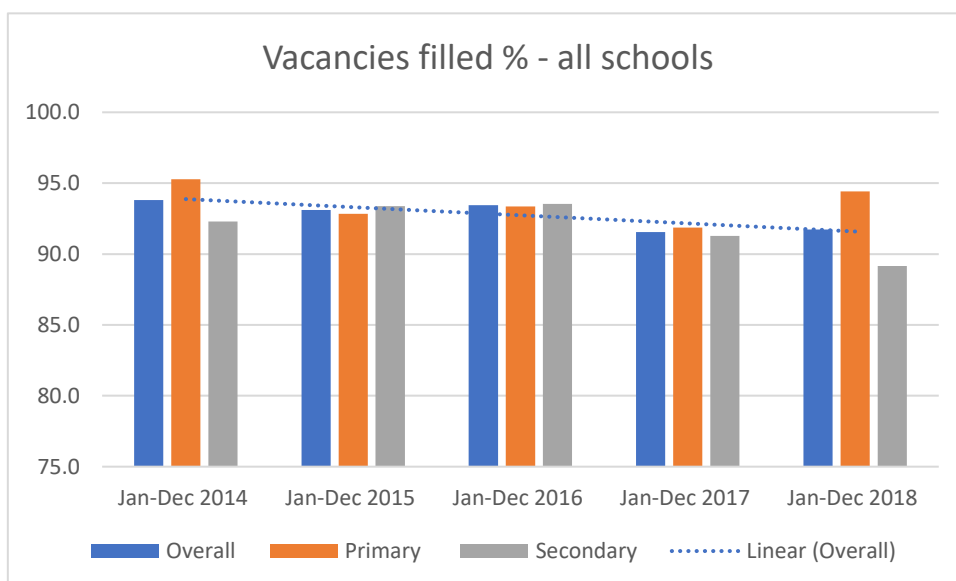
83. The chart below using data from StatsWales²⁹ demonstrates the overall downward trend over this period.

²⁸ Ibid p. 5

²⁹ [Teacher Recruitment and Retention, StatsWales \(posts advertised & applications received\)](#)



84. The StatsWales³⁰ data shows a similar picture for the percentages of vacancies filled over the same period, with the exception the primary phase which saw an increase from 91.9 per cent in the year to December 2017 to 94.4 per cent in the year to December 2018. Again, the chart below demonstrates the overall downward trend.



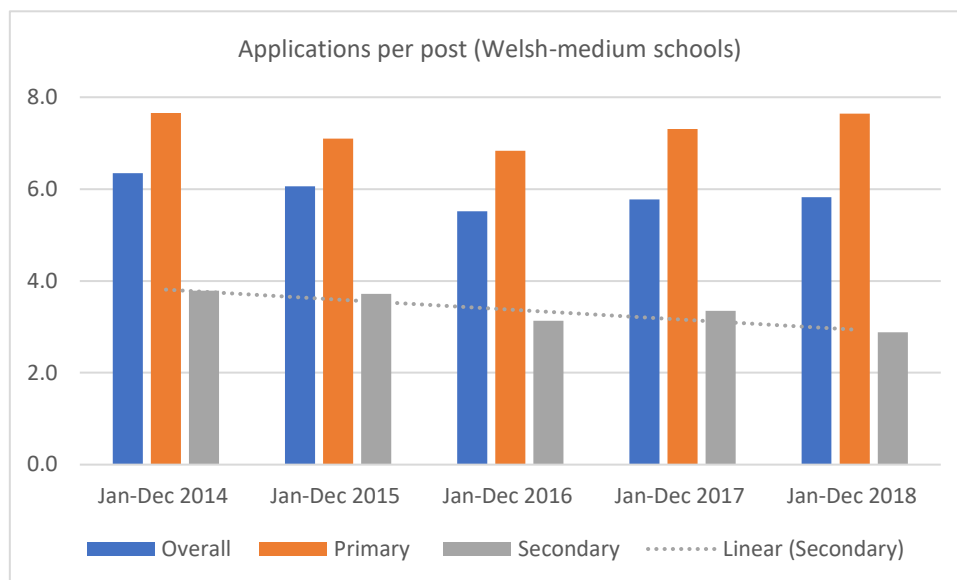
Vacancies – Welsh-medium schools

85. The situation in Welsh-medium schools is much worse, with just 5.8 applications per post advertised in the one-year period ending December 2018. This is made up of 7.6 applications per post in primary and just 2.9 applications per post in secondary³¹.

86. Again, the chart below shows the pattern over the five-year period ending December 2018, with a clear downward trend in secondary.

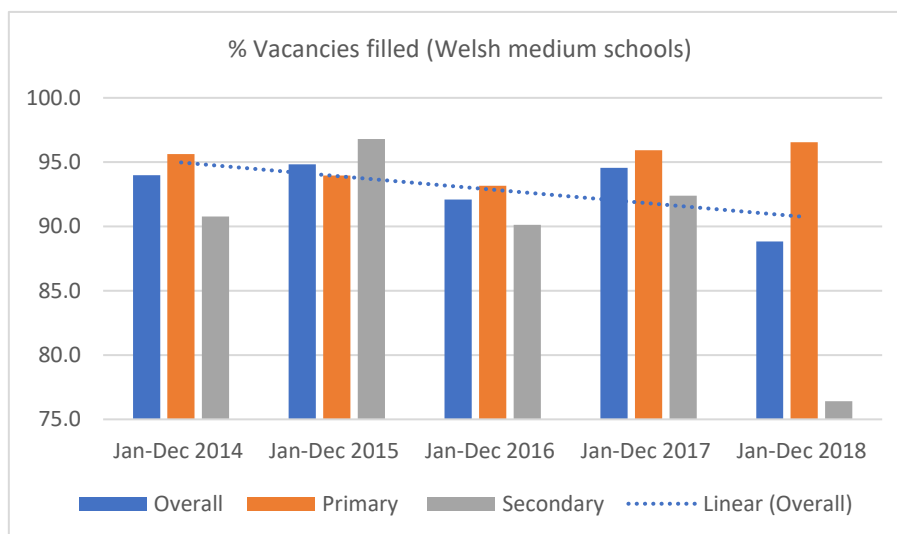
³⁰ [Teacher Recruitment and Retention, StatsWales \(posts advertised & appointments made\)](#)

³¹ *Ibid*, Welsh medium schools filter



87. The proportion of vacancies filled in Welsh-medium schools is also considerably lower³². For the one-year period ending December 2018, 88.8 per cent of vacancies overall were filled, representing 96.5 per cent in the primary sector and just 76.4 per cent in secondary.

88. The chart below demonstrates the downward trend over the five-year period ending December 2018, and the significant drop for secondary schools in the last year that period.



89. This all demonstrates that there is a serious recruitment issue for Welsh-medium schools, and that this is especially the case for secondary schools.

Retention

Classroom teachers

90. Retention continues to be a problem across the sector. Five-year tracking analysis recently published by the Education Workforce Council (EWC)³³ shows that of the 1,424 students who were awarded QTS in 2013, just 826 (58 per cent) were

³² Ibid, Welsh medium schools filter

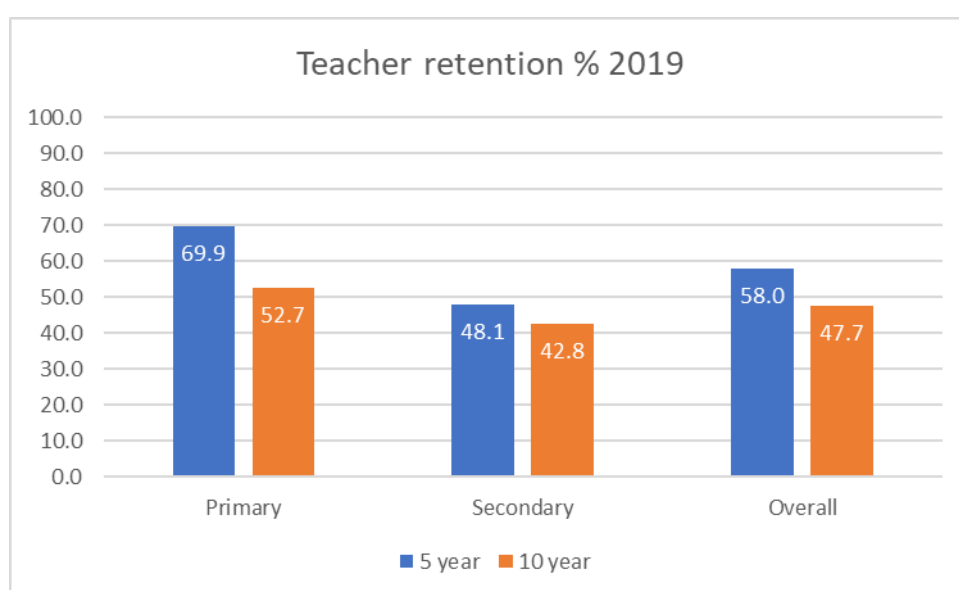
³³ [Retention Tracking Analysis, 2019, EWC](#)

registered as teachers in 2019. When broken down by phase the results make even starker reading, with 69.9 per cent in primary, but less than half at just 48.1 per cent in secondary.

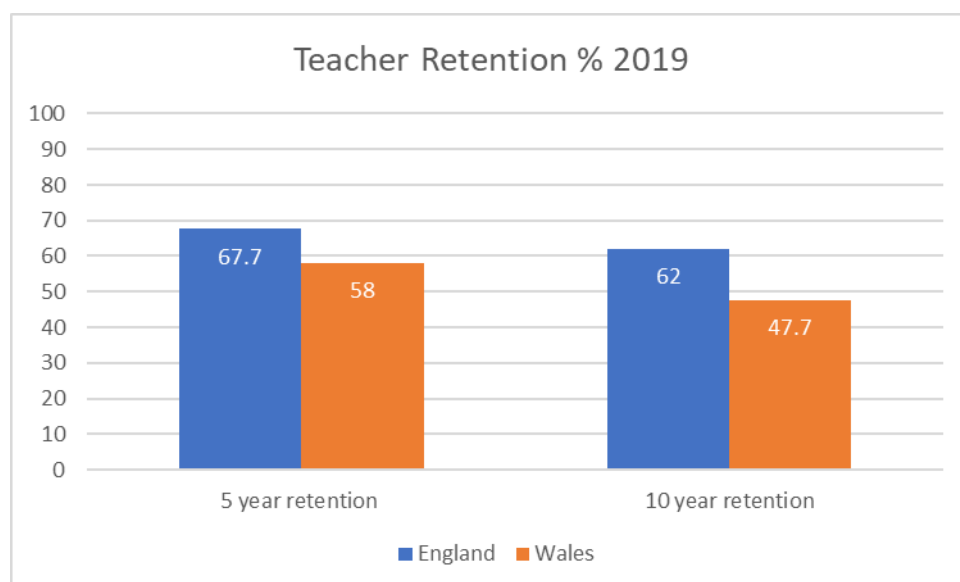
91. Of the 826 teachers, 32.6 per cent were able to teach through the medium of Welsh.

92. Unsurprisingly, the ten-year tracking analysis results³⁴ show an even worse picture. Of 1,863 students awarded QTS in 2008, just 889 were registered as teachers in 2019 (47.7 per cent). Again, when broken down by phase the results show that retention in secondary schools is far worse. In primary 52.7 per cent were retained but just 42.8 per cent in secondary.

93. Of the 889 teachers, there had been a decline in the number that were able to teach through the medium of Welsh, from 32.6 per cent to 30.6 per cent.



94. When comparing retention figures for teachers in Wales with those for teachers in England, it is clear to see that the retention crisis in Wales is far worse than in England. The chart below shows both the 5 year and 10 year retention figures for both countries.



³⁴ Ibid p. 3

95. The STRB's 28th report, which included Wales, stated: *There is strong evidence that the teacher supply situation has continued to decline over the last year. Pay is clearly not the only cause of these trends in recruitment and retention, and the high demands on teachers due to workload and accountability are significant factors, particularly in relation to retention. However, the pay and allowance framework is central to making teaching an attractive and rewarding career and signalling to graduates the value that is placed on the profession.*³⁵

96. These trends have continued to decline since the report, particularly in relation to retention, and even more so in Wales.

Destinatons of Leavers

97. The StatsWales data³⁶ on the destination of teachers leaving the profession shows yet another increase in the number leaving to work outside education. In secondary schools, for the one-year period ending December 2018, almost half of these (45 per cent) were STEM subject teachers.

98. These roles can all achieve higher salaries working outside education.

99. The table below shows the breakdown in 2007 and then for the last two reported years³⁷ (2017 and 2018).

Teachers Leaving	NT role in education	Outside education	Early Retirement	Other	Unknown	Total
2007 Total	68	67	479	246	53	913
%	7	7	52	27	6	100
2017 Total	53	111	203	252	79	698
%	8	16	29	36	11	100
2018 Total	55	103	183	201	59	601
%	9	17	30	33	10	100

School leaders

100. Of the 889 teachers gaining QTS in 2008 still in post in 2019, just 57 of these were in a promoted role in 2019³⁸ (Head of Year/Department or Senior Leadership). This represents just 6.4 per cent and confirms the issues being experienced by schools in not seeing teachers wanting to progress into promoted roles, particularly senior leadership roles.

101. This was highlighted in the STRB's 28th report, which stated: *On our school visits, few of the classroom teachers we speak to aspire to become senior leaders, and few of the deputy or assistant heads we speak to wish to become head teachers. Many are put off by the responsibility and accountability that comes with such roles. To support an effective career pathway for school leaders, the level of pay on offer must be sufficient that people stepping up to such leadership positions feel that they are being fairly remunerated for the additional responsibilities and pressures they are taking on. We see evidence of emerging problems in recruiting*

³⁵ Ibid, para 4.20

³⁶ [Teacher retention: teachers who left the profession by subject and destination](#)

³⁷ Ibid

³⁸ Ibid p. 4

*and retaining school leaders, which indicates that this may not be the case*³⁹. Some of the schools they visited were in Wales.

102. In light of the paltry award received by senior leaders in 2018, and the fact that this was then not redressed by the Welsh Government in 2019, this situation can only have worsened.

Matters for longer term consideration

Calculation and Distribution of Leadership Pay

103. As stated earlier in our evidence, we believe that the STPCD (W) allows for the appropriate calculation and distribution of Leadership Pay. The flexibilities it offers allow employers to address any contextual issues that they may experience.

104. We would strongly oppose any plans for the pay for Headteachers to be set by anyone other than their employer, allowing them to take into consideration the complexities of the role and the context of their individual school.

Headteachers accountable for more than one school

105. There are relatively few roles of this nature in schools in Wales. There are arrangements in the STPCD (W) already include provision for these roles.

106. We are supportive of the current arrangements in the Document and therefore feel that this is a marginal issue. We see no real evidence of the need for this to be considered further.

Calculation, distribution and eligibility of all allowances

107. The calculation, distribution and eligibility of all allowances is robustly covered in the STPCD (W). Our members do not report any issues in relation to these.

108. Again, we are supportive of the current arrangements in the Document and see no evidence for change.

Teacher and unqualified teacher pay ranges and movement between ranges

109. We believe that, if national pay scales are reintroduced into the STPCD (W), the current pay ranges and arrangements for movement between them are appropriate.

110. We have provided detailed information around this earlier in our evidence (paragraph 25-33).

111. In addition to this, in light of the proposals from the Secretary of State for Education in Westminster to raise the starting salaries for teachers to £30,000 by 2022, we would like to see how the Welsh Minister plans to address this, to ensure the commitment to 'no detriment' is upheld.

³⁹ STRB 28th report, 4.17

112. In our evidence on this to the STRB, we have made it clear that our position is that any increases applied to the starting/early career salaries must be applied consistently to all pay ranges and allowances.

113. Substantial increases are required to all pay ranges and allowances to restore the erosion of pay since 2010.

114. Our evidence to the STRB, stated that we believe the only way to ensure that increasing starting salaries addresses recruitment issues and does not cause detriment to the pay structure and teacher retention rates, is for all pay points and ranges to be uplifted in line with any increases to starting salaries, so that the percentage differentials remain the same as they currently are.

115. To increase all pay points and ranges in this way would go some way to restoring experienced teachers' and school leaders' pay to where it should be following years of erosion due to the public sector pay cap and annual pay awards below the rate of inflation. As we have stated many times, teachers on the Upper Pay Range and Leadership Pay Ranges have been particularly hit by this due to differentiated awards in recent years.

116. Furthermore, uplifting all pay ranges would help to repair some of the damage done to the morale of those teachers on the Upper Pay Range and the Leadership Pay Ranges and help make them feel their role was valued. However, it would not repay the real terms' salary that they have lost in the period since 2010.

Leading Practitioner Pay Range

117. Although the Leading Practitioner Pay Range has not tended to be used by schools in Wales, we believe it would be beneficial for it to remain in the STPCD (W).

118. A significant number of schools in England use this pay range and find it effective to help with recruitment and retention issues with are specific to their context.

119. If the plans to introduce fixed TLRs are implemented, which we have already stated our opposition to, schools may well need to start using the Leading Practitioner Pay Range to replace some of the flexibilities they lose as a result of the fixed TLR structure.

120. With the recruitment, and particularly the retention crisis being as they are, we believe that the STPCD (W) needs to allow school as many flexibilities as possible to enable them to address any contextual recruitment and retention issues they face.

Conclusion

121. In summary, we believe that a substantial increase to all pay ranges is required in order to address the erosion of pay since 2010.

122. We recommend the reinstatement of the advisory pay points to the STPCD (W), ensuring no detriment to any teacher or leader in the assimilation process. These should be a mandatory element.

123. We recommend retaining the flexible TLR structure currently contained in the STPCD (W).

124. Finally, we recommend that the performance-related pay element of the pay system is removed from the STPCD (W) at the earliest opportunity.

125. We have added our views on the matters for longer term consideration and look forward to working with the IWPRB and other stakeholders on any proposed changes to these areas in the future.

126. I trust that this response is of value to your consultation. ASCL Cymru is willing to be further consulted and to assist in any way that it can.

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