

Waters Report – Overview Document

Recommendation	Detail	ASCL Cymru comment
Already under development by Welsh Government		
1 2	Establish Independent Welsh Pay Review Body (IWPRB) Write Welsh School Teachers' Pay and Conditions Document (WSTPCD)	The WSTPCD cannot “clarify the role and applicability of the ‘Burgundy Book’, as the report suggests, because the Burgundy Book is a set of specific agreements between employers and trade unions, and not within the remit of the pay review body.
4a, 4b	Each teacher should be expected and entitled to spend seven days per year engaged in professional learning. Four of these days should be organised by their school to meet school priorities. Three days per year should be managed by the individual teacher.	This proposal is undergoing formal consultation. We are questioning how it will be financed, and what impact it will have on learning across the school.
Accepted by ASCL Cymru		
10	New teachers part-funded for registration to professional body	Needs clarity over where the funding will come from.
33	Teaching and Learning Responsibility payment system retained	
Rejected by Welsh Government		
12	Consideration should be given to enabling teachers with 35 years' successful experience to be entitled to one day per full working week unpaid leave. without penalty to pension arrangements.	Not a delegated matter

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Proposals which we do not consider to be part of pay and conditions		
3	Establishment of commission to 're-imagine schooling in Wales'	Proposed commission is an interesting idea but has nothing to do with pay and conditions. Likewise, the 'career check' which also has implications in terms of how it would be financed and managed.
13	All teachers with 10+ years' experience should be encouraged to engage in a 'career check' to appraise professional learning opportunities.	
Proposals which require further work		
6	Effective mentoring processes for head teachers newly appointed to a school, including for head teachers beyond their first headship, should be developed.	We support the need for effective mentoring for newly appointed headteachers but we do not think this can be delivered by extending the remit of challenge advisers, as the report proposes.
7	Teachers in the early stages of their career should carry a reduced teaching commitment in addition to current Planning, Preparation and Assessment time of 10% in year 1 and 5% in year 2	Would need to be fully funded to ensure schools are not left with gaps in teaching cover.
11	Consideration should be given to a scheme of entitlement for a three month leave of absence for each completed ten years of service through a 'monthly contribution from salary'.	Needs more detail
21	There should be a principle of 'no detriment' in the new pay framework to ensure existing salary levels are safeguarded	We agree with this principle but it appears to be contradicted by other proposals in the report.
25,26	Pay ranges for teachers and leaders should initially be the same as those in England, and don't need to be changed in terms of recruitment because they are not significantly out of line with other graduate professions in Wales	We are concerned about the caveat 'initially' in terms of comparability with England, and the comparison with other graduate salaries in Wales. We are anxious this may pave the way for lower pay than England in the long term because average salaries in Wales are lower. This would be disastrous for recruitment and retention.

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28	Teachers moving between schools in Wales or who, after a career break, continue to work in Wales should be paid according to their last pay point when working	Needs more detail
Uncosted, potentially unworkable and therefore unproven value		
8, 9	A funded Master of Education programme from 2021 for any teacher in the third year of their career onwards: higher education institutions should be encouraged to offer a contribution to a national Master of Education programme	We accept the principle of making a Masters' programme available to all teachers, but we are concerned about what this would mean in terms of time out of the classroom, and the funding plan appears to be aspirational at best.
14, 15, 16, 17	Teachers would be able to apply to become a specialist in pedagogy, spending 50% of their time conducting research and working with teachers in other schools. Their own school would receive an additional NQT or early career stage teacher as a full-time member of staff.	Incredibly expensive, schools lose their most experienced teachers for 50% of their time, proposals are thin on detail. Contractual responsibilities for such staff problematic.
23	Further work should be carried out to develop an offer to those who train to teach that provides financial security during their training experience.	Thin on detail.
Unacceptable to ASCL		
5, 29	Progression in salary, for teachers and head teachers, should depend upon a Professional Development Review process which includes a consideration of the contribution to 'Our National Mission'. The review process for teachers should be related to the teacher's evidence of engagement in professional learning	There is no clarity about how this would be tested in practice. Schools have only very recently been given a limited budget for professional learning and yet would be expected to assess a teacher's professional learning. Professional learning offers reside with the consortia.
18	Head teachers appointed to a school on the understanding that their tenure is to the nation rather than the individual school. Their next and subsequent school leadership roles would be negotiated by designated processes through Local Authorities and the Regional School Improvement Organisations.	A significant change moving authority over appointments away from governing bodies to other agencies. Would head teachers have control over where they were located and what would be the effect on their family lives?

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19	The new WSTRB should be asked to conduct a significant analysis of the particular circumstances of provision for Additional Learning Needs regarding the 'Career, Conditions and Pay Framework for Teachers in Wales' with a view to gradually moving to a position of equity within all schools.	If it is the assertion of the panel that the pay scales of ALN staff need adjusting to ensure that teachers are appropriately remunerated, providing financial resources are provided to accommodate any increase, we would have no objection to that. However, we would not consider a system that removed decisions about pay at a local level to be appropriate.
20	Supply teachers should spend seven days engaged in professional learning in each school year, regardless of the extent of their supply work. Their agency should organise and manage four of these and three of the days should be managed by the individual.	Who would fund this? The agency or the individual? How will this financially affect those who have chosen to be supply teachers, including women on a career break following maternity?
22, 30, 32	<p>For individual teachers and head teachers there should be agreed standardised national teaching and leadership pay scales with no regional or local variance.</p> <p>A new nine-point national pay scale for all teachers should comprise eight annual increments based on the teacher demonstrating their reasonable professional growth.</p> <p>The distinction between the Main and Upper Pay Ranges should be discontinued and the concept of the threshold removed.</p>	<p>This would end the flexibility of governing bodies over the salaries of headteachers, and peg salaries where a positive flexibility has been applied until cost of living increases catch up with the pay point they are receiving. This clearly contradicts the 'no detriment' principle.</p> <p>What is the definition of 'reasonable professional growth' in the proposed nine-point pay scale?</p> <p>We can find no evidence to support the argument that the threshold is being inconsistently applied.</p>
24	There should be an adjustment in the starting point on the main pay scale for those entering teaching with relevant prior work experience in other occupations.	This already exists in STPCD – a superfluous recommendation.
27	Processes should be put in place to monitor continually teachers' pay in Wales relative to other graduate occupations as part of future pay setting arrangements.	Could this mean reduction in pay if teachers' pay rises above other graduate professions?
31	For those teachers with an appropriate Masters' level qualification, there should be an uplift of one increment and a tenth salary point.	Who pays for this, and has it been costed?

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34	<p>The role of ‘leading practitioner’ should cease and a new approach should be established to encourage the leadership of innovation, collaboration of professional learning and pedagogic practice.</p>	<p>Whilst this is the logical outcome of creating the new “specialist” role it is another example of powers being taken away from the local context. Governors and school leaders will no longer have the flexibility to use this role.</p>
35, 36, 37	<p>Detailed consideration should be given to the feasibility of establishing an independent board to determine the initial head teacher salary level for each individual school that seeks to appoint a head teacher to a vacancy.</p> <p>Deputy head teacher and assistant head teachers should be paid at a scale that equates to a minimum and maximum percentile of the salary paid to the head teacher.</p> <p>There should be an agreed national leadership pay scale which sets pay points for both Executive Head Teachers and Heads of School and their deputies where appropriate and that each new arrangement is subject to the salary setting procedure by independent panel.</p>	<p>The role of governing bodies would be significantly diminished in the appointment of headteachers; we cannot see how the cost of establishing an independent board can be justified when there is no evidence of need; and there is no need for the proposals over the salaries of deputy and assistant heads as the current regulations in the STPCD provide clear guidance.</p> <p>While we see the benefits of national pay scales for executive headteachers, heads of school and their deputies, we are opposed to the establishment of an independent board.</p>