Teachers under attack

How the coalition government’s education policies are impacting on teachers and education

Pay and pensions
Teacher professionalism
Curriculum
Equality
Behaviour
INTRODUCTION

What are the key issues

When 17,500 teachers tell us about the challenges and barriers that they encounter in their working lives, we must take notice. From pay and pensions to behaviour and workload, NASUWT’s Big Question has done just that and paints a stark picture. Drawing on themes from this research, this supplement further analyses the key issues that teachers say are affecting them on the ground in schools today. SecEd editor Pete Henshaw explains...

British education has faced some of its most turbulent times of late, having been put through a whirlwind of policy change during the coalition government’s first two years in office.

While the arguments rage about the current regime and its approach to our schools (and students and staff), one thing is clear: the profession has rarely been more frustrated, angry or disillusioned.

I am struck by the strength of feeling as I visit schools and meet teachers.

While ministers talk of professionalism and the importance of teaching, their actions do not match up with their rhetoric – look, for example, at the removal of the necessity for academies and free schools to employ those with qualified teaching status to teach.

While ministers talk of autonomy for schools and the importance of trusting the profession, the secretary of state holds more centralised powers than ever – even the power to bar a teacher from teaching is more centralised than ever – even the profession, the secretary of state holds more centralised powers than ever – even the power to bar a teacher from teaching is more centralised than ever.

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And when the chips are down, this is when attention is drawn away from so many other vital areas where progress was being made, such as stamping out discrimination against Black or ethnic minority teachers or those who are disabled.

Countless surveys and studies over the recent months have shown a profession struggling to cope with the amount of change being thrust upon it and a system struggling to cope with the pace of this change.

Just look at some of the free school debacles in Liverpool or Bradford – it smacks of ideological policy that is being rushed through without thought.

And on top of this you have a chief inspector who says that teachers use stress as an excuse for poor performance and a secretary of state who accuses some teachers of being “enemies of promise” – the language used by policy-makers to denigrate hard-working professionals is shameful.

This supplement focuses on some of the issues that teachers say are affecting them professionally and personally. And that is the important thing – we are focusing on what teachers themselves are telling us is wrong.

NASUWT’s annual Big Question study is no snapshot in time. In 2012, 17,500 teachers from across the UK gave a detailed and sometimes depressing picture of a profession and what is driving them to despair. This supplement has picked up some of the biggest issues and drilled down to find out what, in each case, the problems are and what impact they are having in schools, and on education, up and down the country.

If this is truly your vision Mr Gove then I beg of you – heed the warning that 17,500 teachers have given you in this publication.

While talking of being “in it together” in austerity, teachers are being seen as a blank cheque by a desperate government. Teachers are certainly willing to do their bit for austerity, but we need to be clear – financially, they are being bled dry.

We have seen thousands of pounds wiped from their pensions – pensions which were quite affordable. Pay has been frozen for far too long and when it finally thaws teachers have only been offered a paltry one per cent pay rise in each of the next two years. Furthermore, plans for performance-related pay look a fait accompli after the bare minimum of consultation.

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SecEd reported recently on the 10,100 teachers who, due to cuts to school budgets and redundancies, government criticism of the profession and declining job satisfaction, have all left the profession in the past year. And for those that are left – workload goes up and poor behaviour once again becomes a major barrier to education.

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We tackle discrimination against Black, minority ethnic teachers, and those teachers who have a disability. We report on the situation with workload, behaviour, teachers’ views on pay and pensions, and job satisfaction. The page opposite gives a summary of the key Big Question findings. Finding the key to the issues in this supplement will go a long way to helping us in our drive to make our education system world class. In his White Paper, The Importance of Teaching, our secretary of state said he wanted to raise the prestige of the teaching profession. He wrote: “At the heart of our plan is a vision of the teacher as our society’s most valuable asset.”

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The Big Question

For a breakdown of the survey findings, visit www.nasuwt.org.uk/bigquestion
This supplement investigates further the alarming findings from the NASUWT’s Big Question research. First, we summarise what has emerged from the study.

The education system in all parts of the UK is going through its biggest overhaul for many years. After a decade of relative stability, the coalition government has swept in a series of wide-scale reforms, many of which have hit the working conditions of teachers. Ministerial policy and rhetoric and working in a climate of austerity have also hit morale. Last year, NASUWT carried out its second annual UK-wide survey of more than 17,500 teachers and heads, known as the Big Question. It examined the views and experiences of professionals working in our schools on a number of key issues.

**Professional respect & job satisfaction**
A quarter of all teachers feel their expertise is not valued, and almost half feel their opinions are not valued, by school managers. More than eight in 10 teachers feel disempowered as professionals. The main reasons are constant change and the culture of blame. More than half feel their wellbeing is not regarded by their school as important – a sentiment that is most pronounced in Wales. More than a third are not provided with the necessary resources to enable them to teach effectively and 43 per cent say that they do not have high-quality ICT equipment. Half of teachers and 58 per cent of disabled teachers feel their job satisfaction has declined in the last year. See pages 4 and 5.

**Racism and discrimination**
A significant proportion (16 per cent) of all teachers experienced discrimination at their work last year. However, this figure rises to 29 per cent for Black and minority ethnic (BME) staff. Discrimination reported is both overt and covert, ranging from everyday incidents in the staffroom to missing out on promotions.
Seven in 10 teachers surveyed said they thought it was harder for BME teachers to secure leadership posts than other teachers and 44 per cent said they had been discriminated against on the grounds of their ethnicity. See pages 8 and 9.

**Disability discrimination**
Even more disabled teachers (34 per cent) experienced discrimination, either from colleagues or in the way their disability is being managed by the school. Problems with pupil behaviour are more commonly reported by disabled teachers. Almost two-thirds said they do not think their personal wellbeing is considered important by their school. A similar proportion wanted to quit. See pages 8 and 9.

**Bureaucracy and workload**
Respondents suggested this continued to be a major problem (80 per cent of teachers, compared with 74 per cent last year). The problem is particularly acute in Northern Ireland where there has been no history of specific workload reduction strategies. School inspection and the keeping of pupils’ records were cited by 55 per cent as the main cause of bureaucracy. See pages 10 and 11.

**Pupil behaviour**
Almost three-quarters of teachers indicated that they believe there is a widespread problem of poor behaviour in schools. Including low-level disruption in class. This perception is more pronounced among BME (78 per cent) and disabled teachers (80 per cent).
Three-quarters of secondary teachers indicated a widespread problem of poor behaviour compared to 69 per cent of primary teachers. A lack of parental support is deemed to be the most significant factor in deteriorating behaviour, cited by 69 per cent.

Teachers partly blamed senior leaders for failing to tackle the problem effectively and do not believe that problems will be solved by the powers given to them to search pupils through the Education Act 2011. See pages 12 and 13.

**Pay and pensions**
More than two-thirds of respondents say the pay freeze on teachers is unfair. On pensions, almost four-fifths said they could not afford the £100 or so extra in contributions being pushed through by the government as part of pension reforms, and six in 10 are considering opting out of the Teachers’ Pension Scheme as a result. Teachers across the devolved nations are also concerned about the proposed changes, with 63 per cent of teachers in Scotland and Wales and 60 per cent in Northern Ireland confirming that they would seriously consider opting out of the scheme if the contribution rates were increased. See pages 14 and 15.

**What worries teachers most?**
Three out of five teachers and school leaders confirmed that they had considered leaving their current job in the last 12 months.
The top five concerns for teachers in the Big Question were:
- Workload.
- Pay and pensions.
- Pupil behaviour/indiscipline.
- School budget cuts.
- School inspection.

**Are teachers confident for the future?**
Across the UK, 97 per cent of teachers said that their national government or assembly’s policies would not improve education.

**Big Question Summary**
For a further summary of the Big Question findings, turn to the back page of this supplement. To download the full Big Question reports, visit www.nasuwt.org.uk/bigquestion.
‘Many teachers and school

The profession is facing a recruitment crisis after government policy and ministers’ rhetoric have left teachers feeling disrespected and undervalued

The high status of the teaching profession appears to be evaporating rapidly under the coalition government.

Constant criticism and the language of blame, instigated by ministers and leading figures such as Sir Michael Wilshaw, the chief inspector of schools, have led to a cultural shift in attitudes towards and within the profession.

Many teachers and school staff simply no longer feel valued or want to remain in their jobs.

It is estimated that, currently, there are nearly a third fewer applicants entering the profession – a phenomenon that is normally unheard of in times of economic downturn and growing unemployment.

As of May last year, there were 10,000 fewer teachers working in UK schools than a year previously, a figure that is expected to rise as more and more teachers quit.

Christine Gilbert, the former chief inspector of schools, warned last year that schools faced a “talent drain” amid widespread disillusionment, despite the fact that teachers had never been so good at their jobs.

A study by YouGov, carried out in October, found that 60 per cent of teachers said that morale had declined over the past year. More than half – 56 per cent – reported that their school budget had shrunk during the same period and 52 per cent said that opportunities for professional development had declined. More than four out of 10 said that educational technology and learning materials are not being kept up-to-date to meet student learning needs, making teachers’ jobs more difficult.

At the same time, teachers fear for the prospects of students who will struggle to meet the demands of one-off, three-hour examinations as modular courses are scrapped under the reorganisation of examinations. There are currently no plans to trial the new examinations, leaving teachers fearful about how the system will work.

The attack on teacher professionalism under the coalition continues unabated. While prescribing how primary staff should teach children to read, for example, ministers are also diminishing the status of the profession by issuing explicit guidelines showing that qualified teacher status (QTS) will not be a requirement for individuals working in academies and free schools.

At the same time, teacher training is to become the preserve of schools rather than higher education institutions, following remarks by Mr Gove that teaching is a “craft” that can be learned through observation. It is a policy that is at odds with the House of Commons Education Select Committee’s inquiry into attracting and retaining the best teachers, which found: “The recruitment and retention of those most likely to be outstanding teachers should be firmly at the top of our education system’s agenda.”

The government’s policies on recruitment and training were also criticised by one of the country’s most eminent educationalists, Professor Chris Husbands, director of London University’s Institute of Education, who said they “fly in the face of evidence nationally and internationally”.

He pointed to the government’s own 2010 White Paper, The Importance of Teaching, which asserted that the best education systems “train their teachers rigorously at the outset”.

Prof Husbands urged the government to rethink its position if it wanted to realise the ambitions of the White Paper. “In 2010, they got it absolutely correct. It makes it all the more difficult to understand why, months later, they are getting it wrong.”

Meanwhile, national negotiating bodies for pay and conditions of service have either been weakened or scrapped altogether. In 2011, the government abolished the School Support Staff Negotiating Body, condemning already low-paid workers to a future of depressed wages and diminished terms and conditions as more schools become academies and set their own rates of pay.

In the future, teachers will increasingly see their pay determined by the head and governors of the school they work in, as ministers push through their plans for performance-related pay.

Despite other public service review bodies confirming the importance of retaining a national pay framework, the School Teachers’ Review Body (STRB) in December recommended that teachers’ pay be linked to performance and appraisal.

Then, on a matter which is so crucial to almost half a million teachers across England and Wales, Mr Gove allowed only 12 working days for consultees to respond to his plans to accept the STRB report.

This at a time when surveys of the profession have shown that a lack of consultation and a feeling that their views are simply ignored by ministers are among the main reasons for such low morale in the workplace.

Elsewhere, the Department for Education (DfE) was accused of “sneaking out” news of a change in rules that will allow academies to employ non-qualified teachers. A statement

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Case study

James Burt’s heart sank following the general election in May 2010. “It wasn’t even because we voted in a Tory-led coalition, but it was clear that a change of government was going to bring wide-scale reforms and more meddling in schools,” he said.

However, his gloom is not just to do with government policies. Like many teachers James, who works in a medium-sized secondary school in the East Midlands, believes his professionalism has been undermined by ministerial pronouncements and comments from leading figures such as Sir Michael Wilshaw, the chief inspector of schools.

Sir Michael suggested last year that heads and teachers have no idea what real stress is and said they made excuses for poor performance – a comment James described as “unhelpful and provocative”.

“We have developed a blame culture and teachers are to blame. For example, my school had developed some excellent sports through the School Sports Partnerships which really motivated some of our hard-to-reach pupils, but then the funding was withdrawn. Now Mr Cameron is saying schools should do more to inspire pupils. You feel like banging your head against the desk.”
declaring the “minor change” was published just before the Opening Ceremony of last summer’s Olympic Games. Up until now only independent schools and new free schools could hire non-qualified people as teachers.

The change to the academy funding agreement states that the schools can “employ teaching staff who they believe to be suitably qualified”. However, SEN co-ordinators and designated teachers for looked-after children will still be required to have QTS.

The NASUWT said that QTS was an assurance for parents while other studies have shown clear support from parents for qualified staff. General secretary Chris Keates said: “Qualified teacher status represents the means by which parents and the public can be assured that children are receiving a guaranteed standard of teaching and learning. It is the entitlement of all children and young people to be taught by a qualified teacher.”

She continued: “The public would be horrified if people were able to practise medicine or law without the appropriate qualifications and they should be equally horrified by the removal by the secretary of state of this important qualification for teachers.”

A DfE spokesman said: “We expect the vast majority of teachers will continue to have QTS. This additional flexibility will help schools improve faster. No existing teacher contract is affected by this minor change.”

Furthermore, changes to the regulations on “specified work” have removed a condition that unqualified instructors can only be employed on a temporary basis and only if a qualified teacher is not available. These changes mean that all schools, whether academies or in the maintained sector, can employ instructors, even if a qualified teacher is available and on a long-term basis.

The DfE has stated that a school would have to justify this on the basis of the specialist skills that the instructor would bring, but as the regulations neither define what is meant by specialist skills or to whom they would have to justify such a decision, this has meant that many critics, including NASUWT, have concluded that this has simply circumvented the rules on QTS and allowed unqualified teachers through the back door.

On publication of the revised regulations, Ms Keates said: “Until today parents were able to send their children to school safe in the knowledge that they were entitled to be taught by a qualified teacher. This is no longer the case. Another entitlement of children and young people bites the dust at the hands of this secretary of state.”

These various attacks on the working conditions and professional life of teachers is proving to be devastating for the profession. According to the NASUWT Big Question study, almost half of teachers and heads indicated that they had seriously considered quitting the profession for good in the previous year, and 97 per cent had no confidence in their national government or assembly to improve their lot or that of schools.
The impact of government austerity measures and the recession on disadvantaged parents and their children is stark and disproportionate.

Children and young people are bearing the brunt of the recession and the government’s austerity measures. From welfare and child benefit cuts, to the abolition of the Educational Maintenance Allowance (EMA) and scrapping of vital youth services, the future for millions of young people in the UK – particularly the most vulnerable and disadvantaged – is increasingly bleak.

According to a report from the Institute of Fiscal Studies, published in October 2011, public spending on education by 2015 will be lower than in the 1950s, with the severity of cuts varying across different services.

School budgets will be about one per cent worse off, while capital spending will be halved. Funding on early years, youth services and 16 to 19 education is expected to be cut by about 20 per cent.

The government cuts to education and benefits have far-reaching implications. A study from charity Save the Children published last September found that one in eight children are hungry, or aren’t warm enough.

The report, Child Poverty 2012: It shouldn’t happen here, focused on the experiences of 1,500 children and 5,000 parents and the extent to which their lives are blighted by poverty.

It found that low-income families are being hit disproportionately by the government’s austerity measures and called on the government to show the “political will” to tackle child poverty.

It is estimated that there are 3.5 million children living in poverty in the UK – a figure which is expected to rise by 400,000 in the coming years. Save the Children says families are feeling the pressure of “a lack of jobs, stagnating wages, increased living costs and spending cuts.”

In December 2012, headteachers revealed the scale of deprivation admitting they sometimes paid out of their own pockets for food and even warm clothes for pupils.

Vic Goddard, principal of Passmores Academy in Essex, revealed how he had bought a coat for a boy who came into school in a thin, sleeveless body warmer during a cold spell.

He said: “It’s not because the parents are bone idle. It’s not the stereotype of scrounging parents. These people are not happy their children are hungry, or aren’t warm enough. But they don’t know what to do about it because there are no jobs.”

According to Save the Children, one in seven children said that their families could not afford to buy them warm coats or shoes for the new school term.

A fifth of children said that they miss out on school trips because their parents haven’t got the money, while 80 per cent of parents admitted that they were borrowing more money for essentials such as food and clothes.

The report stated: “Low-income families are bearing more than their fair share of the financial burden faced by the country and are having to cope with cuts to welfare support, public services and a weak labour market.”

The scrapping of the EMA – which had increased participation rates in education from 65 to 69 per cent among 16-year-olds and 54 to 61 per cent among 17-year-olds – attracted criticism even from the government’s own social mobility tsar, Alan Milburn.

In his report, published at the end of 2012, he stated that its removal had forced young people out of education and the bursary introduced to replace it was inadequate and badly administered.

Meanwhile, a House of Commons Education Select Committee report on 16 to 19 participation, released last summer, said the government should have used a “more measured and public analysis” of the implications of cutting the EMA. It added that the bursaries introduced to replace it would lead to “inconsistencies” of distribution and would not be matched to need.

And while thousands of young people are being priced out of continuing their education post-16, so too are they losing vital youth services.

Since the coalition came to power cuts to local authority youth services have varied from about a fifth to 100 per cent because of central spending cuts.

The Select Committee, in its report on services for young people, published in 2012, said that “the government’s lack of urgency in articulating a youth policy or strategic vision is regrettable”.

Case study

Justin Read hoped to go to university to study engineering when he discovered the EMA was being scrapped. He had to give up his plans and find a job to help his mother support his siblings, “I’m the eldest of three children and my mum is widowed. We couldn’t really manage without me getting the EMA as this would at least have paid for some of my meals and travel,” the 18-year-old said.

“I feel like I’m wasting my life away doing part-time jobs when I could be studying for a career with prospects and breaking the cycle of deprivation my family has found itself in.”

“It’s very frustrating. I have a few more years until my brothers grow up and perhaps I can catch-up then, but the scrapping of the EMA completely pulled the rug out from under my feet. It is a short-sighted policy which has stopped me earning a decent wage in the future and helping my family in the long run.”
The government’s plans for examination and curriculum reform, including the EBacc and compulsory phonics, are leading to a narrowing of education for pupils

English Baccalaureate Certificates (EBCs)

Plans for new EBC qualifications will have an adverse effect on what schools teach, narrowing the curriculum entitlement for millions of children.

Education secretary Michael Gove now wants the EBCs to be the exam of choice for 16-year-olds. EBCs in the core subjects will be rolled out in 2015 with first exams in 2017. Courses in other EBC subjects – history, geography and languages – will follow. However, for remaining subjects Mr Gove has not set a date, but says he will ask exam regulator Ofqual to consider how the EBC template might be used to replace other GCSEs.

Subjects such as RE and art and design are already being squeezed off timetables as schools reorganise their curricula because of the existing EBacc league table measure.

The EBacc’s focus on a narrow range of “rigorous” subjects is also putting the jobs of teachers of the arts and other non-academic subjects at risk. Already fewer students are taking up RE, music and drama as schools shift the focus of their curricula towards those areas that will feature in performance tables.

In December, the All-Party Parliamentary Group on Religious Education said high quality teaching on faiths, beliefs and cultures was essential if children were to make sense of the world. Chair Stephen Lloyd MP warned that access to lessons was becoming increasingly marginalised because of a combination of government reforms and cuts in teacher training places.

According to figures, a third of secondary schools already flout the law on compulsory RE by refusing to allow pupils to study the subject in the final two years of school. Rising numbers of schools are cutting specialist RE teachers and relying on untrained staff.

In a report late last year, the National Association of Teachers of RE said that the subject had gone into decline ever since the government began talk of an EBacc. Analysis of provision in 625 schools in England in June/July 2012 saw a third of schools reporting that the legal requirement is not being met at key stage 4 – an increase of five per cent on 2011. Nearly a quarter reported that the programme includes the use of systematic phonics – the system of teaching children to read by blending letter sounds.

The introduction of a compulsory year 1 phonics test has caused controversy as it has forced schools to use the approach with all pupils. More than 80 per cent of respondents to the survey agreed that phonics was just one method of teaching reading and said they would continue to use other approaches to help develop their pupils’ reading skills.

NARROWING THE CURRICULUM

Back to the 1950s?

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School Sports Partnerships

The abolition of the £162 million a year School Sports Partnerships in 2010 by Mr Gove is now widely seen as an “own goal”. The SSPs – local networks of schools and PE teachers – had achieved some success in encouraging physical activity in schools, with increased take-up among pupils of all groups and ages.

While some of the money – £65 million a year until 2013 – was eventually handed back following an outcry, the decision has proved disastrous at a time when politicians had promised to create a legacy to the hugely successful Olympic and Paralympic Games. Almost half of local authorities have cut the number of SSPs and 28 per cent no longer have any.

Mr Gove also quietly approved the sale of 21 playing fields, despite earlier coalition promises that these would be protected.
Government policy has led to a system in which both disabled and Black and minority ethnic staff – and pupils – are vulnerable to discrimination.

Lack and minority ethnic (BME) teachers and staff who have disabilities have their own particular battles to fight in schools. And the situation for them is deteriorating as government policy makes them increasingly vulnerable to harassment, bullying and job loss.

It is not so much what ministers are saying that is the problem, but their silence and apparent lack of awareness and guidance for schools that is putting pressure on these groups.

There was already evidence of bad practice and procedures in schools that required to be challenged to ensure that all school staff were treated fairly and free of prejudice and discrimination.

It is not just staff who are under threat – a number of policies are hitting students too. Targeted funding through the Ethnic Minority Achievement Grant has been removed through the coalition government’s austerity measures, with local authorities now seeing it as discretionary rather than statutory funding. The move risks harming the education of tens of thousands of children.

Furthermore, changes to the monitoring of working practices in education, including bullying and harassment, mean that the recording and reporting of incidents involving pupils is no longer a requirement for schools, leaving no effective methods of tracking what is happening on the ground.

Elsewhere, BME and disabled teaching staff could face further discrimination under plans to introduce performance-related pay in September 2013. NASUWT has pointed to “extensive evidence” to show that the greater the managerial discretion over the pay of individuals, the greater the potential for unfairness and discrimination.

General secretary Chris Keates said: “Analysis shows that in such systems people over 40 get poorer outcomes than younger colleagues, men secure better outcomes than women in senior grades, Black and minority ethnic groups get poorer outcomes than White colleagues, and those with disabilities are disadvantaged.”

Changes to leadership programmes and the deregulation of headship, with the removal of the requirement for prospective heads to have achieved the National Professional Qualification for Headship, could aide a “grace and favour” approach in schools based not on merit but patronage.

At the same time, changes to appraisal and capability, which include giving greater individual powers to heads to dismiss teachers sooner, opens the door for some groups of teachers to be discriminated against. NASUWT research suggests that staff with disabilities, and from minority ethnic backgrounds, as well as older teachers, will be most at risk.

Furthermore, there are no safeguards in place preventing BNP members from working in schools, even though this would be incompatible with promoting racial equality. Although Michael Gove, as shadow education secretary, stated that BNP membership was not compatible with being a teacher, no measures have been taken to ensure that members are excluded from the profession.

A study carried out by Manchester University and Education Data Surveys, and commissioned by NASUWT, found that a majority of BME teachers did not believe that the teaching system was inclusive.

It found that while most are keen to progress into leadership roles they are hindered by workload, a lack of self-confidence and discrimination – blocking the paths of many aspiring teachers.

NASUWT’s Big Question research found that members believed it was harder for BME teachers to secure promotion. Nearly two thirds of teachers of African origin believe that they have been discriminated against, compared to 40 per cent of teachers of Pakistani origin and 34 per cent of teachers of Indian and Caribbean origin.

Ms Keates said that racism and discrimination remained pervasive in schools: “Systematic ethnic monitoring at local authority and national levels must be undertaken to enable BME teachers’ career paths to be tracked and the barriers to their
**EQUALITY IN EDUCATION**

**Schools of talented teachers’**

Many schools simply do not take account of teachers’ disabilities or adjust for them accordingly.

The case has implications for all schools and local authorities, and showed the extent to which a teacher’s working life can be made more challenging by what may appear to others to be minor changes in workplace practices.

**Case study 1**

Geraldine Iwu has been teaching for nearly 25 years in schools in Birmingham and the North West. Despite being born and raised in England she believes she has faced discrimination in her job as a history teacher from both colleagues and parents.

Despite securing some of her schools’ best results in the subject, promotion has eluded her. The 48-year-old was once acting head of humanities, during a colleague’s sickness absence, but reverted back to her usual classroom job upon his return.

“I felt in this instance that I’d made a good job of the role and I felt comfortable carrying it out,” she said. “I have years of experience, but I’ve reached a point where I don’t think I will ever get promoted now.

“In all of the four schools I’ve worked in I have been the only, or one of a very small number of, Black teachers and there has been a tendency to guide me towards pastoral roles caring for Black and ethnic minority children. I have been very happy to do this but I don’t believe that I need to be Black to inspire these children.”

Parents, meanwhile, have on occasion questioned her abilities. “The pupil was an excellent student and the parent was very supportive but I always wondered how much confidence people had in me because of my ethnic origin. “But I love my job and I have a great rapport with the students. I can’t imagine leaving teaching now but I do wonder when I am asked by other ethnic minority youngsters about entering the profession what advice I should be giving them.”

**Case study 2**

Samantha Cooke feared her teaching career was over when she was diagnosed with multiple sclerosis eight years ago.

“I was devastated,” said the 39-year-old English teacher, who is from Cardiff but teaches in a London secondary. “I was so worried that the school would engineer to get rid of me but I was very lucky.”

Samantha returned to work after two months, and after some negotiation with senior colleagues, her classroom was changed so it was on the ground floor. “The last thing you need after being diagnosed is to lose your job, which is probably the one thing that makes you feel normal,” she said.

Samantha is a member of a support group for people with MS and knows that not everyone has such a positive experience. “There is a teacher in my group who had the opposite reaction and eventually left her school when no provision was made for her needs,” she said. “She was made to feel unwelcome by the senior leadership team and a burden on already stretched resources. She just didn’t have the energy to pursue it and the illness was taking its toll. The way she was treated was scandalous.”
More and more teachers are

With 10,000 teachers having left the profession in the past year and schools facing ever-tighter budgets, workload and stress are both on the rise

Workload is becoming an issue for schools once again, as teacher numbers decline and fewer applicants seek to join the profession. School workforces are stretched in a way not seen for more than a decade and the government’s raft of education reforms is adding to the pressures.

The Workload Agreement and the social partnership forged between the profession and the government 10 years ago has been abandoned by the coalition government, which does not consider teacher workload to be an issue of concern.

As a result, pressure is being placed on staff to work longer hours and take on greater responsibilities, while getting to grips with constantly changing policies affecting teaching, the curriculum and examinations.

Set in the context of increased accountability and a chief inspector of schools who has attacked teachers for complaining about stress, it is easy to see why so many teachers are at breaking point.

A TUC report, published in March last year, found that teachers and school staff are top of the list of professionals working excessive hours and doing unpaid overtime.

More than half — 55.6 per cent — of school professionals do unpaid overtime each week. On average, they put in an extra 9.6 hours a week, putting them ahead of directors of financial institutions, 52 per cent of whom work unpaid overtime every week, and legal professionals (46 per cent).

Data gathered from Freedom of Information requests at the end of 2012 revealed a depressing picture of teacher ill-health and absenteeism.

Of the 66 local authorities which responded to the survey, 40 saw an increase in the number of teachers taking stress leave between the academic years 2008/09 and 2011/12.

The sharpest rises were in Tower Hamlets in London (up from 16 to 102 incidents), Oldham (41 to 113) and Walsall (27 to 74).

The statistics do not include figures from all schools and exclude academies.

The plight of teachers has been further compounded by new rules introduced last September giving headteachers powers to sack poorly performing staff after just one school term. The guidelines state that even when a teacher has gone on long-term sick leave, disciplinary procedures will not need to be stopped.

Elsewhere, education secretary Michael Gove’s plans to scrap the national pay framework have been supported by the School Teachers’ Review Body and look set to be implemented this year. It means heads will also be able to adjust staff pay according to performance.

The government’s current approach has prompted NASUWT and NUT to instigate “action short of a strike” to tackle excessive workload and other concerns. The unions, which represent nine out of 10 teachers in England and Wales, are seeking to reclaim their professionalism by following 25 action short of strike action instructions.

Relations between the government and the profession hit rock bottom in December, when Mr Gove urged heads in a letter to dock the pay of staff involved in any type of industrial action.

He said: “The legal position is clear: teachers who are following this industrial action are very likely to be in breach of their contracts. Pay deductions represent a lawful response, and the advice sets out how deductions can be made in a proportionate and reasonable way.

“I would be very grateful if you could support your school(s) in taking a robust response, including through pay deductions where appropriate.”

While encouraging schools to take action against staff, Mr Gove has abandoned the Department for Education’s workload surveys, which provided independently collected data on the hours, working patterns and tasks undertaken by teachers in maintained primary, secondary and special schools in England and Wales.

However, NASUWT has produced its own study as part of its Big Question research showing that workload is one of teachers’ main concerns. Nationally, concerns over bureaucracy have increased dramatically, with 80 per cent citing it as an issue compared with 74 per cent last year.

School inspections are proving to be a problem in terms of preparation, with 49 per cent of respondents worried about the workload produced, followed by general administrative tasks (42 per cent), target-

Pressure is being placed on staff to work longer hours and take on greater responsibilities, while getting to grips with constantly changing policies affecting teaching, the curriculum and examinations.

The rules may force some staff back to work before they are ready. There is extensive evidence to show that the greater the managerial discretion over the pay of individuals, the greater the pressure on staff as managers tend to reward those who put in longer hours, are visible to them and who they get on with, rather than rewarding skill, experience, expertise and performance.

Case study

It is rare for Casey McDonald to finish marking and lesson preparation much before 10pm on weekday nights, and working on either Saturday or Sunday afternoon is normal. Like other teachers in Scotland who believe that they are working longer and longer hours in a more pressured environment, she is feeling the impact of the Scottish government’s education policy changes.

As part of the new Scottish Curriculum for Excellence, teachers are expected to reinforce teaching through assessment of pupils’ knowledge, understanding, skills and capabilities. As a result, the 33-year-old secondary modern foreign languages teacher in Glasgow has seen her workload increase drastically.

“We have to do a lot more report-writing and record-keeping and tracking of pupils,” she said. “It has become a huge bureaucratic exercise which many of us are beginning to struggle with because there is so much to do. Typically, I work for two to three hours every night.”

According to the NASUWT’s Big Question study, just over half of Scottish teachers reported lesson-planning as the main driver of excessive workload, followed by pupil referrals (37 per cent) and cover for absence (28 per cent). The main causes of excessive bureaucracy were writing reports, cited by 40 per cent of respondents, recording-keeping and pupil tracking (both on 31 per cent) and administration for school inspection (18 per cent).

Casey added: “I’m not sure how long I can sustain this lifestyle before my health and family life begin to suffer. I am constantly tired and irritable. Several of my colleagues have already succumbed to illness caused by stress and overwork, and many are considering leaving the profession.”
More and more teachers are concerned about workload’

setting (36 per cent), and lesson-planning (35 per cent). Curriculum and qualification changes were an issue for 34 per cent of teachers.

Teachers in Northern Ireland were particularly affected by bureaucracy in the absence of any specific workload reduction strategies.

In Wales, school inspections were the main causes of unnecessary bureaucracy and workload, while in Scotland it was lesson-planning and report-writing. Unusually in the UK, mentoring trainee teachers was one of the top five workload issues for Scottish teachers.

The findings merely add weight to the government’s own commissioned research, published in 2011, which found that any reductions in hours achieved by workforce remodelling had been wiped out by new initiatives. Furthermore, figures from the Department for Education, published in April 2012, reveal that 56 per cent of teachers had had time off due to illness, taking 8.2 days sick leave on average out of a 190-day working year.

The Schools White Paper The Importance of Teaching, published in 2010, outlines a long-term programme of work to reduce workload and give schools greater freedom to decide how they fulfil their functions. Ministers claim they are taking steps to reduce bureaucracy by, among others, simplifying inspections, self-evaluation, and financial management; removing statutory requirements on schools; and cutting guidance and improving communications to schools. But this is not being felt on the ground.

The 24-month period from January 2010 to December 2011, the Teacher Support Network (TSN) received 45,633 calls and emails from education staff. More than 4,050 of these related to a lack of support, 2,373 were about work/life balance, and 2,205 specifically related to workload. During June 2011, TSN conducted a survey asking “is your health and wellbeing affected by workload?”. Of those who responded, 96 per cent said they had been negatively affected by workload.

Julian Stanley, TSN chief executive, said: “More and more teachers are telling us that they are concerned about their workload. Many explain – in heart-wrenching detail – how everything in their lives from relationships to their overall health and wellbeing are being damaged by the demands of work.

“Teacher Support Network is currently looking to establish a review that independently determines whether teacher wellbeing relates to pupil outcomes, and looks at how wellbeing can be best improved.”

Chris Keates, NASUWT general secretary, said: “The previous Labour government had taken action to begin to tackle the problem by signing up to the National Agreement and working with the school workforce unions in social partnership to address this issue.

“The situation on workload was not perfect but progress was being made through the introduction of planning, preparation and assessment time, the ban on administrative tasks, cover and so on. At the time of the last election the government announced the Teacher Guarantee which would have further tackled this issue.

“The coalition government has abandoned this work because they do not see excessive teacher workload as a problem that they should deal with and they have made attempts to dilute the teachers’ contract and deprofessionalise the profession in order to create the right conditions for marketisation and privatisation. Evidence shows that the progress made on tackling workload in schools is going into reverse.”

And despite teachers citing Ofsted inspections as a major cause of stress and workload, the head of the schools’ watchdog remains unmoved. Sir Michael Wilshaw, chief inspector, said: “Ofsted’s first priority has to be to report on whether schools are providing young people with the quality of education they deserve. Ofsted understands that teaching can be stressful, but it’s a lot less so in a good or outstanding school. From now on we will inspect schools with very little notice, which we believe will help to minimise the pressure on teachers.”

Everything in their lives from relationships to their overall health and wellbeing are being damaged by the demands of work
Teachers face worsening behaviour

Poor behaviour, and low-level disruption continues to blight the lives of many teachers. However, government solutions have done nothing to help tackle the problem.

Poor discipline, low-level disruption and occasional violence in the classroom have a detrimental effect on staff morale and pupil achievement.

Yet rather than enhancing measures to support teachers and heads in maintaining good behaviour and discipline, the coalition government introduced changes through the Education Act 2011 that are making classroom management harder to enforce.

The requirement for schools to work together in Behaviour and Attendance Partnerships – comprising teachers, parents, police and other agencies and originally set up in 2008 – had shown huge impacts in many parts of the country, by cutting truancy, improving attendance and ultimately raising standards.

But ministers removed the need for parents to sign up to the partnerships from September, 2011. Chair of the NASUWT general secretary, said: “The government’s decision to revoke these statutory provisions means that fewer schools will collaborate with others.

“Pupil behaviour problems often require schools to work together with the police and with other agencies to develop preventative and remedial strategies, and Behaviour and Attendance Partnerships have been proven to be highly successful in bringing schools and other agencies together to tackle poor pupil behaviour and non-attendance. This will cost the taxpayer more in dealing with increased anti-social behaviour.”

She added that the move was a return to the “dark days of fragmentation and damaging competition between schools”.

But the changes did not stop there. The government stated it would “increase the authority of teachers to discipline pupils” by increasing their powers to search pupils for dangerous objects, and added pornography and mobile phones to a list of items that they could search for.

In November 2010, increased powers to restrain and search unruly pupils led to calls by teachers for extra training. Teachers feared such moves would lead to injury and false accusations if they tried to search pupils or break up fights.

Ministers also scrapped the need for schools to give parents and carers 24 hours’ notice of detentions, leading to fears over safeguarding and who would be responsible for ensuring a child kept back at school got home safely.

Furthermore, appeals panels are no longer allowed to tell schools to reinstate a pupil who has been expelled, but they can ask them to reconsider their decision. If a school is found to have wrongly excluded a pupil, they may be told by the appeals panel to fund the alternative education of the pupil.

The House of Commons Education Select Committee report, Behaviour and Discipline in Schools, published in 2011, made a strong link between pupil behaviour and mental health issues among some children, and noted that schools had reported problems referring pupils to the appropriate services.

The MPs’ study said there was evidence that the problems faced by schools trying to work with Child and Adolescent Mental Health Services (CAMHS) was potentially a “national scandal”.

“We are in no doubt that the CAMHS situation is scandalous and that there are very serious shortcomings in access,” it said, and urged the Departments of Education and Health to work more closely together to enable teachers to access the appropriate support for pupils who needed it.

In contrast, prime minister David Cameron’s response to encouraging “real discipline” was an expectation that pupils would stand up when a teacher entered the room.

He said in a speech in April last year that a return to such measures would lead to “fantastic outcomes” for children.

Concerns about pupil behaviour and discipline were highlighted in the NASUWT’s Big Question study. More than three-quarters of secondary staff and 69 per cent of primary staff said they were worried about classroom behaviour, with a lack of parental support being cited as a significant factor.

Teachers were frustrated by pupils not coming into school ready to learn (42 per cent), low aspirations of pupils and their parents (39 per cent), and a lack of enforcement of school rules (34 per cent).

Concern over a lack of support from senior leaders rose from 27 per cent in 2011 to 34 per cent.

The findings are at odds with a study published last year by the Department for Education, which found that pupil behaviour was improving and was better than four years ago, particularly in primary schools.

The survey of 1,600 teachers found that 76 per cent rated behaviour as good or very good, a six per cent rise on a 2008 study. But six per cent said it was poor or very poor and three-fifths claimed it was driving some teachers to quit.

At the time, NASUWT refuted claims by Nick Gibb, the then schools minister, that additional powers to search pupils, given to teachers in the Education Act 2011, would help. Only 15 per cent of its members thought this was a good idea, and 55 per cent did not believe that same-day detentions or powers to confiscate property would help them maintain discipline.

Dr Terry Haydn, an academic at the University of East Anglia, said poor behaviour limited pupil attainment in more UK schools than was previously thought.

Over several years, Dr Haydn has measured the working atmosphere in classrooms on a 10-point scale, with Level 10 representing the ideal learning environment and Level 1 describing classrooms where learning is...
The extent to which pupils are in classes which are under the relaxed and assured control of the teacher is one of the biggest inequalities of educational opportunity in the UK.

severely constrained by pupil behaviour. He said: “Nearly all the teachers I interviewed said there were times when they struggled. Although there were many schools where the bottom three or four levels on the scale did not occur, most respondents recognised the intermediate levels.

“In those lessons, pupil behaviour would limit not just learning and outcomes, it would also affect preparation, as some planning would be directed towards keeping control rather than learning. Even very experienced and accomplished teachers talked of working at below Level 8 on the scale.”

He said that reporting of Ofsted statistics in recent years, where pupil behaviour was rated as good or outstanding in a majority of schools, understated the problems many staff were facing in the classroom.

“How can we reconcile that with statistics showing that 17,000 pupils were expelled for physical attacks on adults last year?” he continued.

“The extent to which pupils are in classes which are under the relaxed and assured control of the teacher is one of the biggest inequalities of educational opportunity in the UK.”

Case study
Poor pupil behaviour was the main reason Kim Parker, 43, left her job in a large inner city Belfast secondary school a year ago.

Now working for an insurance company, she said: “It was the right decision for me. I had become disenchanted with disruption, back-chat and even aggression among some pupils, among other things. While most parents were supportive, there was a minority who defended their children no matter what. So after nearly 20 years in the profession I decided enough was enough.”

According to the NASUWT’s Big Question study, almost four out of five teachers in Northern Ireland – 78 per cent – thought there was a widespread problem with poor behaviour in schools generally, though only 37 per cent thought this was the case within their own schools.

“The lack of parental support is often aggravated by a lack of support for teachers from senior colleagues,” Kim added. “We need heads and deputies to back us more openly. But it is the low-level disruption during lessons that makes life particularly difficult.

“Problems with discipline and behaviour had got worse over the years I was in the job and the measures taken to support teachers had little effect,” Ms Parker added. “Now the government is diluting them.

“It seems that every parent and child now knows their rights, but they don’t consider the right of the teacher to work in a peaceful and purposeful environment, or of other children to be allowed to learn.”
‘Teachers are being attacked

Teachers’ pay, conditions and pension arrangements have been severely hit by the austerity agenda in a way which many teachers feel is deeply unjust.

Changes to teachers’ pay and pensions continue to cause a major rift between the profession and the coalition government.

Under government plans, from next September, school staff will no longer receive automatic pay rises but instead schools will be allowed to decide salary levels based on annual appraisals. There will be a minimum and maximum salary that teachers can be paid.

The proposals have effectively deregulated teachers’ pay and moved the profession further away from any sort of national pay structure.

The plans, which cover the pay of classroom teachers in England and Wales and do not include school leaders, were backed by the School Teachers’ Review Body (STRB) after being set out by the chancellor, George Osborne, in his autumn statement. He presented the changes as giving schools greater freedoms to reward staff for hard work and good performance.

Teachers have also been hit by the news that after a two-year pay freeze, they are only to receive a below-inflation one per cent rise in the minimum and maximum pay band limits for classroom teachers in both 2013/14 and 2014/15. From this September, the minimum salary for a classroom teacher will be £21,804 and the maximum £31,868. Staff working in London will receive a weighting on top of this.

Michael Gove, the education secretary, said performance-related pay would “make teaching a more attractive career and a more rewarding job”.

However, there is little evidence to show that Mr Gove’s plans for performance-related pay, based on a private sector model, will be effective. A report from the Organisation for Economic Cooperation and Development, published at the same time as Mr Gove asked the STRB to consider performance-related pay, found no clear link between this model and improvements in pupil achievement.

It found that: “Analyses of the effects of performance-related pay have generally been inconclusive.

“These effects are simply difficult to assess, since data are scarce and so many aspects need to be considered, such as how performance is defined, how performance is measured, what the scale of the rewards is, and whether rewards operate at the school or at individual level.”

Chris Keates, NASUWT general secretary, said: “A performance-related pay structure will be enormously divisive meaning that some teachers will be paid more than others for effectively doing the same. It will make pay transparency difficult, be time-consuming to implement and unfair.”

A report from the Organisation for Economic Cooperation and Development, published last year, found no clear link between performance-related pay and improvements in pupil achievement. For retired teachers, research from Wesleyan for Teachers published in October 2011 found that, presuming that the difference between RPI and CPI will mirror that seen in the past decade, the change to CPI will see payments reduce by £7,670.67 over the next decade for teachers who retired in 2010.

Other Wesleyan research also found a stark contrast between the average teacher’s pension of around £11,000 and what teachers felt they would need in retirement. The study found that teachers would need an average pension of £19,800 to retire on. This means that, based on annuity rates at the time of the research, teachers would need to have a private pension pot of between £165,000 and £190,000 to fund the extra £9,000 a year. Simon Rake from Wesleyan for Teachers said the change to CPI means that teachers are “unable to achieve their retirement goals”.

The pension changes imposed by the coalition government have seen teachers’ pay reduced in real terms and have led to industrial and legal action. The reforms have hit teachers hard. More than half want to retire early, according to the Wesleyan survey, and 71 per cent are concerned their existing pension pots will not be sufficient to meet their needs in retirement.

The NASUWT’s Big Question survey

Case study: The young teacher

Martin Hughes is considering leaving the Teachers’ Pension Scheme and making alternative, less expensive arrangements privately, after starting his first job last year.

The 30-year-old science teacher, who works in a secondary school in mid-Wales, has recently married and has a small child. Plans to force teachers to pay more into the pension pot will mean he will struggle to meet his monthly expenses as the family’s sole earner.

He said: “No-one goes into the profession thinking about their retirement or how good the pension is going to be, but it seems grossly unfair to expect teachers to make additional payment while there is a pay freeze on.”

“It would not surprise me if new entrants like me didn’t just up and leave. My first career was in finance and I have a science degree, and I know there are more lucrative jobs out there. I really wanted to teach but if the government carries on attacking us in this way we will vote with our feet.”

She added that any bonus payments could not be used for the purposes of securing mortgages, and may result in some graduates shunning the uncertainty of a teacher’s salary.

Professor Stephen Wood, director of research and professor of management at the University of Leicester’s School of Management, said: “Performance-related pay in schools needs to be very carefully thought-through as it is a complex issue.

“If you are setting targets for employees to meet, then those targets have to be appropriate and you may have to take into account degrees of difficulty in achieving those.

“Most people have multiple goals in their working lives, so you would have to ensure that those all work together and that any system of performance-related pay is transparent in the way it is implemented.

“However, you would also have to consider that there are issues that can influence pupil achievement that are beyond the control of teachers, such as the child’s home life and family background.”

The planned pay changes come on top of changes to pension arrangements, in which the inflation link is now based on the Consumer Price Index (CPI), rather than the higher Retail Price Index (RPI). This will result in teachers’ pension pots shrinking by thousands of pounds a year.

Not only that, but a 50 per cent increase in pension contributions up to 2014 is being phased in and there are also plans to scrap the teachers’ final salary pension link, replacing it with a career average pensions scheme instead. The retirement age for teachers is also set to rise to 66 by 2020, and later to 68, in line with increases to the State Pension Age.
We have been completely betrayed by this government and its twisted attitude towards the public sector. We are seeing our pay and pensions being attacked to the point of poverty.

Case study: The mid-career teacher
Janet Charles, 52, has been a teacher in the South East for nearly 30 years, and currently pays more than £200 a month into her pension. She said that she would need to take on another job to be able to afford to pay an additional £100 a month in contributions.

“It just doesn’t seem fair that our pensions are being hit as though taxpayers are funding some sort of luxury retirement for us at no expense to ourselves. I’ve been paying into the scheme throughout my career and the least I expect is that the goal-posts aren’t moved. We have been completely betrayed by this government and its twisted attitude towards the public sector.”

Case study: The retiring teacher
Retiring teachers could lose up to £7,700 in pension income over the next decade according to a recent report from the financial group Wesleyan for Teachers. This is because of changes introduced two years ago which saw the inflation link to public sector pensions switched from the Retail Price Index to the Consumer Price Index, which is historically lower.

The changes will devalue pensions by 15 per cent and will mean that retiring teachers will not have accrued sufficient funds for retirement.

Stephen Rees, 60, an assistant head in North England, said he had already deferred his retirement because of the changes. He said: “I feel I have no choice but to wait a couple of years to build up my pension pot further and save some more money.”

“This is in sharp contrast to the views of those representing teachers. On announcing NASUWT’s unanimous rejection of the government’s Final Agreement on pensions, Ms Keates said: “As a result of this and other actions by the government adversely affecting pay and conditions of service, children and young people will see dedicated and committed teachers leave the profession and recruitment of new teachers could be seriously affected.”

She continued: “Taxpayers will bear the burden if increased numbers of teachers opt out of the Teachers’ Pension Scheme, threatening its financial viability. Over half of teachers have already said they are seriously considering doing so.”

“Teachers’ pay has been cut. Jobs have been lost. Workload and accountability have soared, while morale and motivation have plummeted.”

echoed these concerns. More than two-thirds of respondents felt the pay freeze on teachers was unfair, and three-quarters believed that rises in inflation, VAT and National Insurance should be accompanied by an inflation-linked pay rise.

Almost four-fifths, 79 per cent, said they will not be able to pay any more towards the cost of their pension, and 58 per cent of teachers said they would consider opting out of the Teachers’ Pension Scheme as a result of the proposed increases in contributions.

New and recently qualified teachers are particularly concerned by the pension contribution increases, with almost three-quarters admitting they cannot afford to pay any more.

The government is proceeding with changes to pay and pensions regardless of concerns from the teaching profession and expert advice. A spokesman from the Department for Education said there had been no increase in the number of teachers leaving the Teachers’ Pension Scheme and added: “Our changes will keep pensions affordable for future generations of teachers – while protecting new and low income staff from the biggest contribution increases over the next few years. The contribution tiers have been designed so that those who earn more pay more and provide protection for those on a lower income.”

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“At the current time my predicted pension is slightly above £10,000 after so many years in the job,” she said. “I now wish I had made other arrangements earlier as I don’t know how I’m going to be able to afford extra pension contributions.

“It just doesn’t seem fair that our pensions are being hit as though taxpayers are funding some sort of luxury retirement for us at no expense to ourselves.

“I’ve been paying into the scheme throughout my career and the least I expect is that the goal-posts aren’t moved. We have been completely betrayed by this government and its twisted attitude towards the public sector. Teaching is still a professional, graduate occupation and yet we are seeing our pay and pensions being attacked to the point of poverty.”

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“It’s not what I planned to do. I have served nearly 40 years in the profession which is plenty.

“My time has come to retire and let younger teachers fill my place but I can’t. We had a deal with the government that our pensions would be linked to RPI and this has been reneged upon.”

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A total of 97 per cent of teachers in the UK did not believe their national governments or assemblies would improve education.

Three out of five teachers and school leaders have considered leaving their current job in the last 12 months while 85 per cent said they do not feel respected as professionals. Thirty-five per cent of teachers are dissatisfied with their current job; half feel their job satisfaction has declined in the last 12 months.

Almost three-quarters of teachers (74 per cent) believe there is a widespread problem of poor behaviour in schools, while 76 per cent of secondary teachers indicate a widespread problem of poor behaviour compared to 69 per cent of primary teachers. A lack of parental support (69 per cent) is considered to be the most significant factor.

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Comprehensive school teacher from Birmingham

Sixteen per cent of all teachers experienced discrimination at their work last year. This figure rises to 29 per cent for BME staff and 34 per cent for disabled staff.

A quarter of all teachers feel their expertise is not valued (25 per cent) and almost half (47 per cent) feel their opinions are not valued by school managers. Twenty per cent of teachers feel that their work is not valued by parents and 33 per cent said it is not valued by school management.

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