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National Employers' Organisation for School Teachers

Response to the consultation on the Government's response to the School Teachers' Review Body's 32nd Report and the draft 2022 School Teachers' Pay and Conditions Document

Introduction

1. The National Employers' Organisation for School Teachers (NEOST) welcomes the opportunity to respond to the consultation on the Government's response to the School Teachers' Review Body's (STRB) 32nd Report, the draft 2022 School Teachers' Pay and Conditions Document (STPCD) and the Pay Order 2022.

Executive Summary

2. Our headline responses to the consultation are as follows.

NEOST:

- Welcomes the decision to fully implement the STRB recommendations for teachers pay 2022/23.
- Supports the decision to implement a one year (as opposed to the proposed two years, with a review mechanism) pay award.
- Asks that the Government provide additional financial support so that all schools including smaller rural schools can implement the pay award with particular regards to avoiding reductions that risk impacting on teaching standards.
- Welcomes the Government's continued commitment to establish a future starting salary for teachers of £30,000. However, NEOST continues to hold the view that this policy should be seen in a wider context, to support the sufficient future supply and retention of quality teachers and school leaders.
- In relation to next year's STRB remit, asks for a review of Upper Pay Rate (UPR) and salary safeguarding specific issues to be included.
- Seeks an effective consultation process next year that supports the statutory financial management processes for all schools avoiding

announcements and consultations held almost entirely during the school holidays. Respecting the good governance processes to enable all school employers to plan, consult and implement a pay award by the 1 September each year.

Background

3. As reported in the [2021 School Workforce Census](#) (2021 SWC) there were 465,526 full time equivalent (FTE) teachers (48 per cent of the whole school workforce), an increase of 4,400 FTE teachers since 2020 (1 per cent increase) that are potentially in scope for this proposed pay award. Academies are free to determine pay outside of the STPCD.
4. NEOST is a statutory consultee to the STRB process and is the employer representative body invited to respond. It draws membership from the Local Government Association, the National Society (Church of England and Church in Wales) for the promotion of Education, the Catholic Education Service and the Confederation of School Trusts. The LGA provides the secretariat to NEOST.
5. NEOST also represents the Employer Side for the national collective agreement on conditions outside of the School Teachers Pay and Conditions Document (STPCD), commonly known as the Burgundy Book. This agreement continues to apply in Wales and therefore the Welsh Local Government Association remains a member of NEOST, despite teacher pay having been devolved to the Welsh parliament.
6. As the role of the local authority in relation to school employment matters is easily misunderstood, it seems appropriate to provide some context. School pay decisions are delegated to individual schools in regulations under the Education Act 2002. However, local authorities are the employers of teachers in community and voluntary controlled schools. This affords them certain advisory rights in relation to school employment decisions and creates liabilities under general employment law. For example, under the Teachers' Pensions Scheme and generally the Local Government Pension Scheme, the local authority is deemed the employer in all maintained schools. In Foundation and Voluntary-Aided schools the governing board is the employer of school staff.

Our consultation with stakeholders

7. The strategic lead for education of children and young people is provided by 152 English local authorities. To inform this response, the NEOST secretariat consulted all education authorities, Employer Link (the LGA subscription service for academy trusts) the National Society (Church of England and

Church in Wales) for the promotion of Education, the Catholic Education Service, and the Confederation of School Trusts.

8. The LGA undertook an online survey to inform this response. All 152 local education authorities were invited to complete the consultation to which 65 responded (43 per cent response rate). Please refer to appendix i for the full results of the survey.
9. The same survey was sent to Employer Link academy trust subscribers of which resulted in 41 academy trusts responding. Please refer to appendix ii for the full results.
10. Local authorities and ATs provided views based on a combination of their own knowledge and experience and feedback provided to them by schools where circumstances allowed. We achieved responses from 65 LA's and 41 AT's (total of 106 responses), which given the ongoing pressures on schools coming out of the COVID-19 Pandemic and the tight timescale over the summer holiday period this was a good response rate. The combined survey results can be found in appendix iii.
11. In addition, we have received feedback to inform this submission from ten regional schools HR networks, whose members provide support to both maintained and academy schools, and a national sounding board of local authority school HR practitioners from every English region. We also took soundings via the Employer Link national network of HR leads in Multi Academy Trusts (MATs), this covers approximately 300 academy trusts and over 3,000 academies.

Proposed teachers pay award for 2022/23 and current environment

12. The School Teachers' Review Body (STRB) report, published on the 19th of July, recommends an 8.9 per cent uplift to teacher starting salaries and uplifts of between five per cent and eight per cent among the rest of the main pay range (including advisory points). This means teachers early in their career will receive rises of between five per cent and 8.9 per cent. Starting salaries for teachers outside London reach £28,000 in the 2022/23 academic year, making progress towards meeting the Government's commitment for a starting salary of £30,000 for all new teachers. The STRB has also recommended a five per cent pay award for experienced teachers and leaders in 2022/23, as well as for other pay and allowance ranges. The Government has accepted the School Teachers' Review Body's (STRB's) recommendations in full for 2022.
13. We note that the NEU, NASWUT and ASCL have announced that they will ballot staff this autumn. We are also aware that the NAHT will be consulting their members on both the size and affordability of the pay award over 'potential next steps'. Therefore, school employers and the Government are likely to be facing a challenging employee relations environment this autumn.

Affordability

14. The [DfE evidence to the STRB](#) set out their rationale for a two year pay award which would achieve the Government's policy ambition of a £30k starting salary for teachers by 2023/24. The DfE evidence proposed a three per cent pay award for Upper Pay Rate (UPR) teachers and school leaders, along with the higher increases for early career teachers (ECTs) for 2022/23. This was estimated to add a further 3.9 per cent to a school's average teacher pay bill. Following the acceptance of the STRB's recommendations with regards the higher proposed five per cent increase for UPR teachers and leaders, the average teachers pay bill is estimated to increase by 5.4 per cent - an additional 1.5 per cent. The Government have confirmed that the proposed increases in the school's teacher pay bill will need to be met within existing budgets as no additional funding will be provided.
15. The Government's Energy Price Guarantee announced on 8 September 2022 will hopefully help schools to reduce the size of the in some cases quadrupling energy costs in schools as there was reference to providers in all DfE sectors being included in an equivalent offer of support as is being provided for households. We look forward to further details to be able to assess the likely impact of the support.
16. We used our online survey to test the impact of a pay award higher than had been anticipated. Eighty-six per cent of all responses indicated that 'significant adjustments' would be required to existing budgets in order to afford the proposed pay award. None of our respondents had allowed for this scenario within their budgeting plans

A: Schools budgeted for this scenario, so this is manageable	0 responses (0%)
B: Making reasonable adjustments to existing budgets (without impacting curriculum/services/jobs)	14 responses (13%)
C: Significant adjustments to budgets required, which may impact existing curriculum/Services/jobs	91 responses (86%)
Left blank	1 response (1%)

17. For the 91 responses saying they would now have to make significant adjustments, we asked what this might involve in order to draw out the top three changes in order to reforecast balanced budgets. Seventy per cent of respondents indicated that they would need to undertake a restructuring of roles, with a further 49 per cent likely to have to reduce teaching assistants and 54 per cent said they would look at reducing investment plans within their school estate in order to significantly adjust the budget. Reductions in teaching assistants is likely to be a consideration because the staffing bill is the single biggest cost item for all schools, and schools will have to prioritise safeguarding teaching jobs.
18. There were some differences between LA responses and academies when responses to this question were compared. For example, 65 per cent of LA's indicated that they were likely to look to reduce teaching assistants compared to 24 per cent of academy trusts. Whereas 74 per cent of academy trusts indicated they would be looking at reductions in estate investments and

logistics compared to 42 per cent of LA's. Further research would be needed to understand any underlining reasons for these differences, but the difference in financial years is likely to be a factor.

19. We asked our stakeholders to indicate the size of any affordability gap, reminding them of the additional money given to schools this year, but taking into account the impact of this proposed teacher pay award, the potential support staff pay award and increase in energy costs. The most commonly cited, at 40 per cent of all responses, indicated an affordability gap of five + per cent. However, we noted a difference in the balance of responses with 47 per cent of LAs (indicating an affordability gap of five+ percent) compared to 29 per cent for ATs, notwithstanding that five per cent was still the modal result for ATs.
20. A significant affordability gap of between 2.1 and three per cent was indicated by 22 per cent of ATs but 19 per cent of LAs. Therefore, the size of the affordability gap was less consistent across the sector.
21. Our stakeholders indicated that on the whole primary schools are likely to have the biggest financial challenge implementing the proposed pay award, with special schools and secondary schools also facing significant challenges. We hypothesise that the stakeholder variance in the affordability gap referred to in paragraph 20 might be down to the type of school within each employer, noting there is a higher proportion of secondary academies and a greater proportion of local authority and maintained primary schools.
22. Exploring the question of whether there might be any regional impact on a school's ability to fund this award, our survey responses indicated that rural schools, followed by inner-city schools and coastal areas were the geographical areas most likely to have the biggest financial challenge. It should be noted that the LA's survey results indicated that coastal areas would have a bigger challenge than inner city schools.
23. The survey results above evidence the fact that not all schools will be able to implement the pay award within existing budgets. Surveys and analysis conducted by CST echo these findings¹. Therefore, NEOST asks that the Government provide the financial support so that all schools, including smaller rural schools, special schools and alternative provision settings, can implement the pay award without having to make significant adjustments that is likely to affect the quality of education.

Recruitment and Retention

24. We explored whether the proposed pay award would support retention and recruitment, and what the reasons behind any given answers were, to

¹ A snap survey of CST members indicated that 90% felt the pay award would be unaffordable. The headlines from the budget forecast analysis can be found at: <https://cstuk.org.uk/assets/CST-Publications/CST%20data%20infographic%20A4.pdf>

understand better what our stakeholders feel are the key issues in relation to recruitment and retention.

25. When asked if the higher than anticipated proposed pay award for experienced teachers and leaders would support retention rates within schools, (notwithstanding affordability challenges) there was a mixed response. Across the education sector, 42 per cent of all respondents did not agree this would support retention rates. High levels of workload were felt to be a bigger retention issue (indicating that there is still more to be done to tackle that) as well as indicating that the increase, while higher than anticipated, is not high enough to support retention.
26. Of the 24 per cent of all responses indicating they did think this award would support higher retention rates, responses mostly indicated this could help with the cost-of-living crisis, better align with local labour market rates and support teachers feeling valued.
27. The vast majority (79 per cent) of all school responses demonstrated continued support of the pay award that takes significant steps towards the government objective of a starting salary for Early Career Teachers, of £30k and thought it would aid future recruitment. In past responses on this issue, NEOST have highlighted that pay awards need to be affordable for all schools and this position remains unchanged, but this response does show clear support for the aspiration of a £30k starting salary.
28. Although teaching assistants are not covered by the STPCD, the role provides a significant resource for schools and helps to support the workload of teachers (remembering the main reason a third of teachers leave the profession within the first five years is workload²). Therefore, NEOST is concerned by these survey results which suggest budgetary pressures may end up being met by reducing this important resource, leading to increased teacher workload and a subsequent impact on retention.

Future STRB Remits - Other proposed changes to draft STPCD

29. Our survey showed a definitive response (94 per cent of all respondents) in supporting an ongoing national pay and conditions framework, like the School Teachers Pay and Conditions Document (STPCD). This may be of interest as academy trusts who are not currently legally obliged to apply the STPCD, commonly tell us they are following it. This is important evidence as it is not yet clear what status the STPCD would have in the future under the Schools White Paper and growing academisation.

² Department for Education (2018), School workforce in England: November 2017

30. In the meantime, we consulted on priorities to establish the top three future changes our stakeholders would like to see for the STPCD. Respondents overwhelmingly (83 per cent) continued to support a review of the ability for teachers on the UPR to voluntarily over back to MPR within the same school, along with 82 per cent supporting a review of UPR responsibilities and 65 per cent indicating a review of pay safeguarding arrangements as priority areas for future remits.
31. NEOST therefore invites DfE to enter into discussions with us in order to inform the prioritisation of the above reviews (movement from UPR to MPR pay safeguarding and UPR responsibilities) and to be actively involved in early discussions involving careful consideration to the phasing and timing of any agreed reviews. NEOST accepts that this change would be controversial with teaching trade unions, but our stakeholders are very clear that a significant number of teachers request to move from UPR to MPR for numerous reasons including as part of their retirement plan or wellbeing and currently even if employers wanted to agree the teacher's request, they are legally unable to as a result of the current STPCD regulations. To that end, we remain committed to exploring ways of allaying concerns in order to reach consensus on this issue.
32. Any agreed future reforms/changes are likely to involve system wide changes that local authorities and all school employers will need adequate time to plan, cost, consult and implement any proposed new arrangements so we ask that this is factor into any future remit timescales.

Consultation Process, Timing and Detail

33. This year the STRB report and draft STPCD consultation were again published late in July - when the vast majority of schools had closed. The consultation period was helpfully extended to 9.5 weeks, but it was still over the summer holiday period. This makes it particularly challenging for schools in terms of their ability to plan and respond. We are grateful for the efforts of our stakeholders in dealing with our consultation during this period.
34. Our stakeholders continue to raise serious concerns about the very late announcement of the proposed pay award and negative impact it has on the school governing bodies and trustees, as well as school staff who are responsible for the financial budgeting of schools, which is already a highly complex and time bound process.
35. To help illustrate the point, we set out here the usual steps schools take. A school's budget is likely to take many months and iterations prior to approval. This may include curriculum design and amendments and then staffing the curriculum needs. Decisions on teacher appointments in any one year for the start of the academic year (September) are likely to need to be made prior to the budget being approved due to appointments taking at least 3 months to conclude. Local authorities are required to publish schemes, including any revisions for financing schools, setting out the financial relationship between them and the schools they maintain. Each school must submit a three-year

budget forecast each year, at a date determined by the local authority between 1 May and 30 June. The academy financial year starts in September, but the timing of staffing changes means that the budget setting period is very similar. Academy trusts have to submit their three-year budget forecast to the Education and Skills Funding Agency (ESFA) in July. The budget has to be approved by its Board of Trustees prior to ESFA submission and the academy trust must be able to demonstrate that it is a “going concern”.

36. It should also be noted that the current process and timescale impact negatively on the application of the DfE guidance on the appraisal process within schools. Governing bodies must consult representatives of recognised trade unions before finalising their own revised pay policy / pay structure ahead of setting appraisal objectives. This last-minute approach places immense pressure on governing bodies, school leaders and other staff to agree new policies and then meet the best practice deadline of the 31st of October each year.
37. NEOST reminds policy makers that the teachers’ pay award has a statutory effective date of the 1 September - aligned to the start of the school academic year. It is essential for employers to budget, plan and utilise their flexibilities to set effective workforce development programmes to align with organisational priorities and affordability. LA’s and all school leaders have informed us of the difficulties they experience reviewing their pay policies in a managed and timely fashion as a result of the delayed consultation and final STPCD.
38. Therefore, NEOST calls for a return to effective consultation process which takes account of prudent financial budgeting and reporting requirements, allowing for planning and school closure periods.

Error in the Draft STPCD

39. We raised pay value discrepancies with DfE officials between:
 - the value of the maximum salary (M6) in the main body of the STPCD and the M6 figures recorded in the advisory pay points annex 3 for the London pay ranges; as well as;
 - the value of the minimum salary level of the Upper Pay Range in the main body of the STPCD and the U1 figure recorded in the advisory pay points referenced in annex 3.

The DfE team have confirmed that annex 3 figures would be amended to reflect the correct figures contained in the main body of the draft STPCD when the final version of the STPCD 2022 is published (expected 14 October 2022).

TEACHERS' PAY - DRAFT STPCD 2022 AND THE GOVERNMENTS RESPONSE TO THE STRB'S 32ND REPORT

SURVEY CONDUCTED ONLINE

DEADLINE: 5 September 2022

RESPONSES:

1 response was allowed per Local Authority (LA).

BACKGROUND:

Following publication of the STRB's 32nd report and the Government's response, stakeholders were asked for their views, to inform the response of the national employers (NEOST).

The 2022 recommendations for teachers pay are as follows:

- A 5% increase to all pay and allowance ranges and advisory points, with higher increases to some parts of the Main Pay Range as a step towards achieving a minimum starting salary of £30,000 by September 2023. Full details are set out in the STRB's report.

QUESTIONS:

A full set of questions asked can be found in **APPENDIX A**

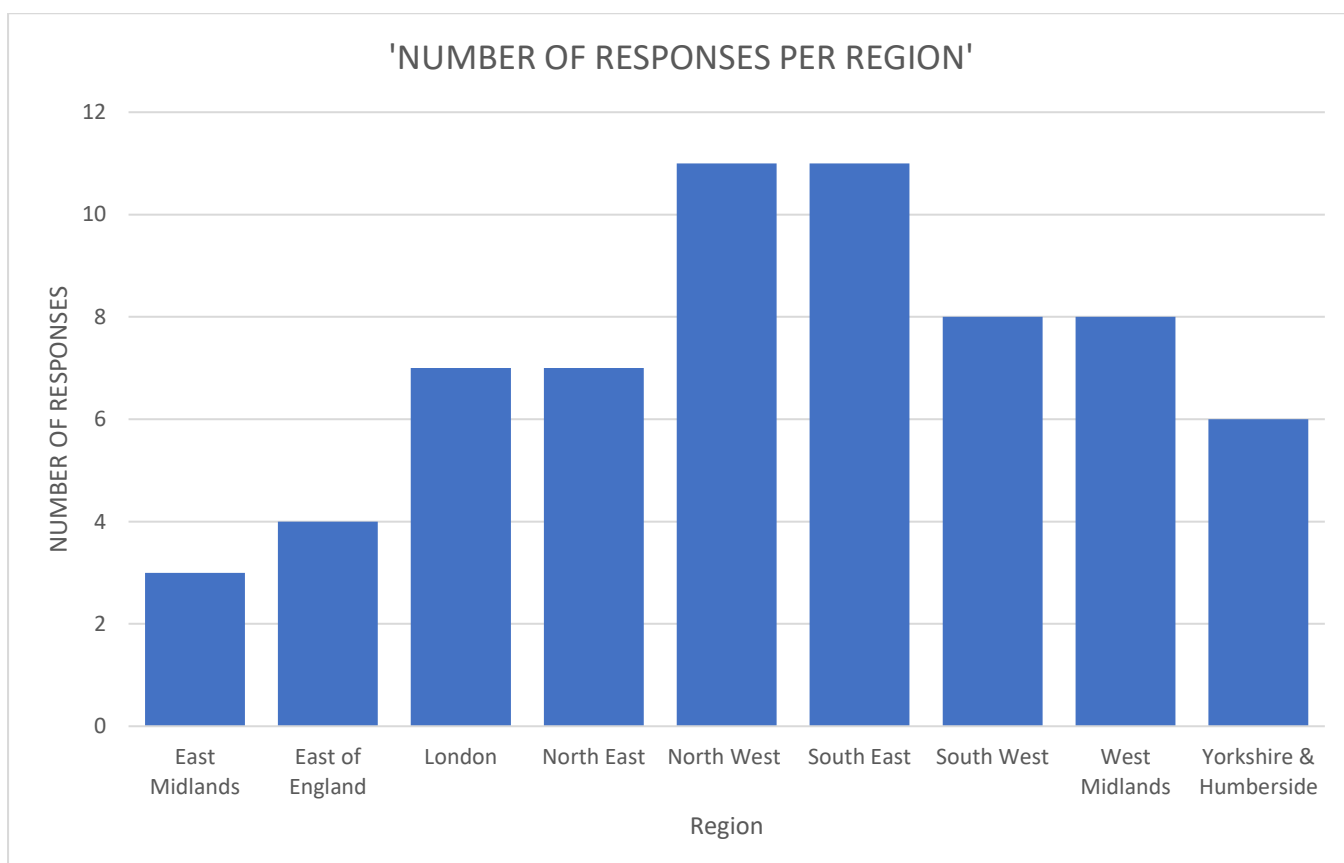
TOTAL NUMBER OF RESPONSES TAKEN INTO CONSIDERATION: **65**

LIST OF RESPONDING LA's: can be found in **APPENDIX B**

Q1-4 asked respondents for their name, local authority, email address for queries and region.

The regional responses were:

REGION	NUMBER OF RESPONSES	TOTAL NUMBER of LA's IN THE REGION	RESPONSE RATE PER REGION (%)
East of England	4	11	36%
East Midlands	3	10	30%
London	7	33	21%
North East	7	12	58%
North West	11	23	48%
South East	11	19	58%
South West	8	15	53%
West Midlands	8	14	57%
Yorkshire & Humberside	6	15	40%
Total	65	152	Avg. response rate: 43%



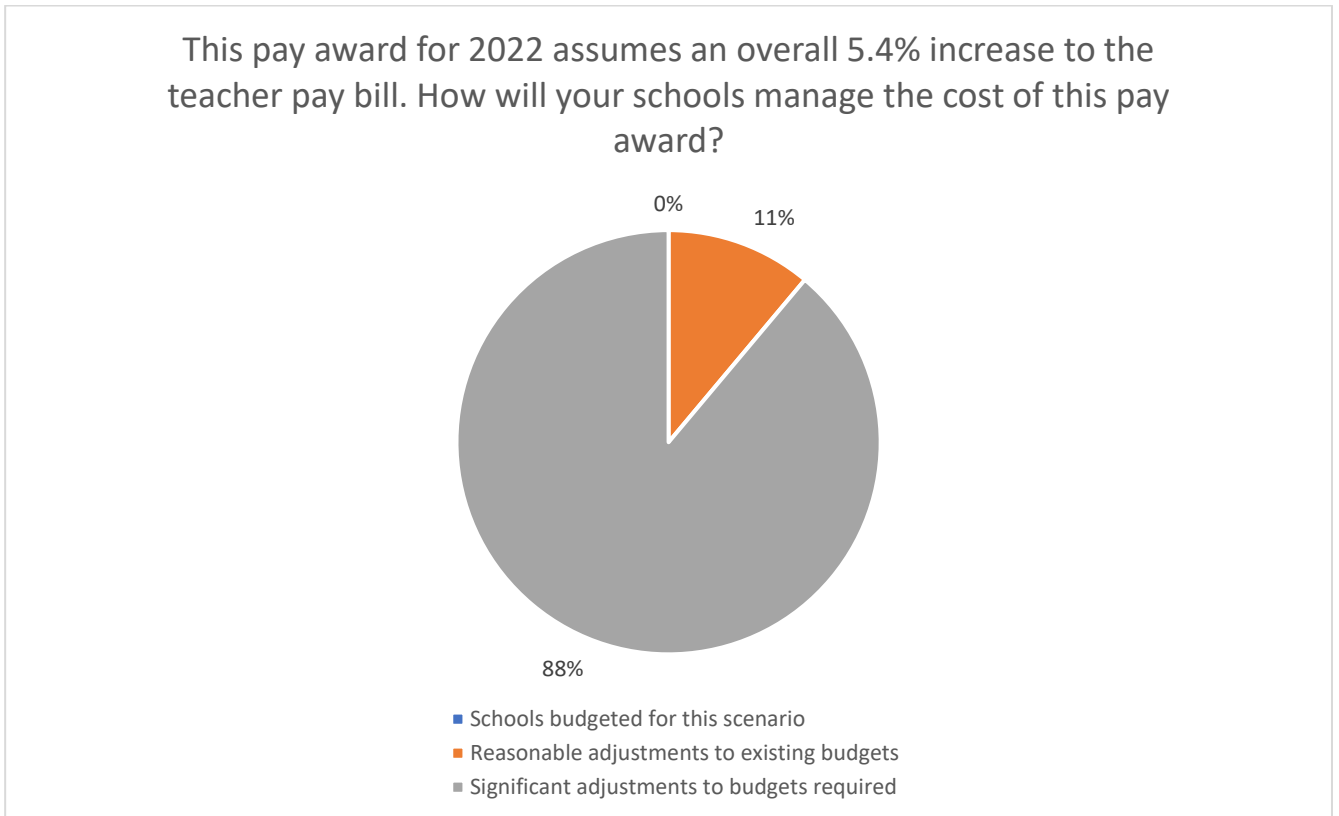
RESPONSES (starting from Q5-18):

PAY AWARDS

Q5 This pay award for 2022 assumes an overall 5.4% increase to the teacher pay bill. How will your schools manage the cost of this pay award? Please answer with the majority of the schools you represent in mind.

Respondents were given three options (A-C, if they chose C, they were instructed to go to Q6, those who answered A or B were instructed to proceed to Q8.

A: Schools budgeted for this scenario, so this is manageable	0 responses (0%)
B: Making reasonable adjustments to existing budgets (without impacting curriculum/services/jobs)	7 responses (11%)
C: Significant adjustments to budgets required, which may impact existing curriculum/Services/jobs	57 responses (88%)
Left blank	1 response (1%)



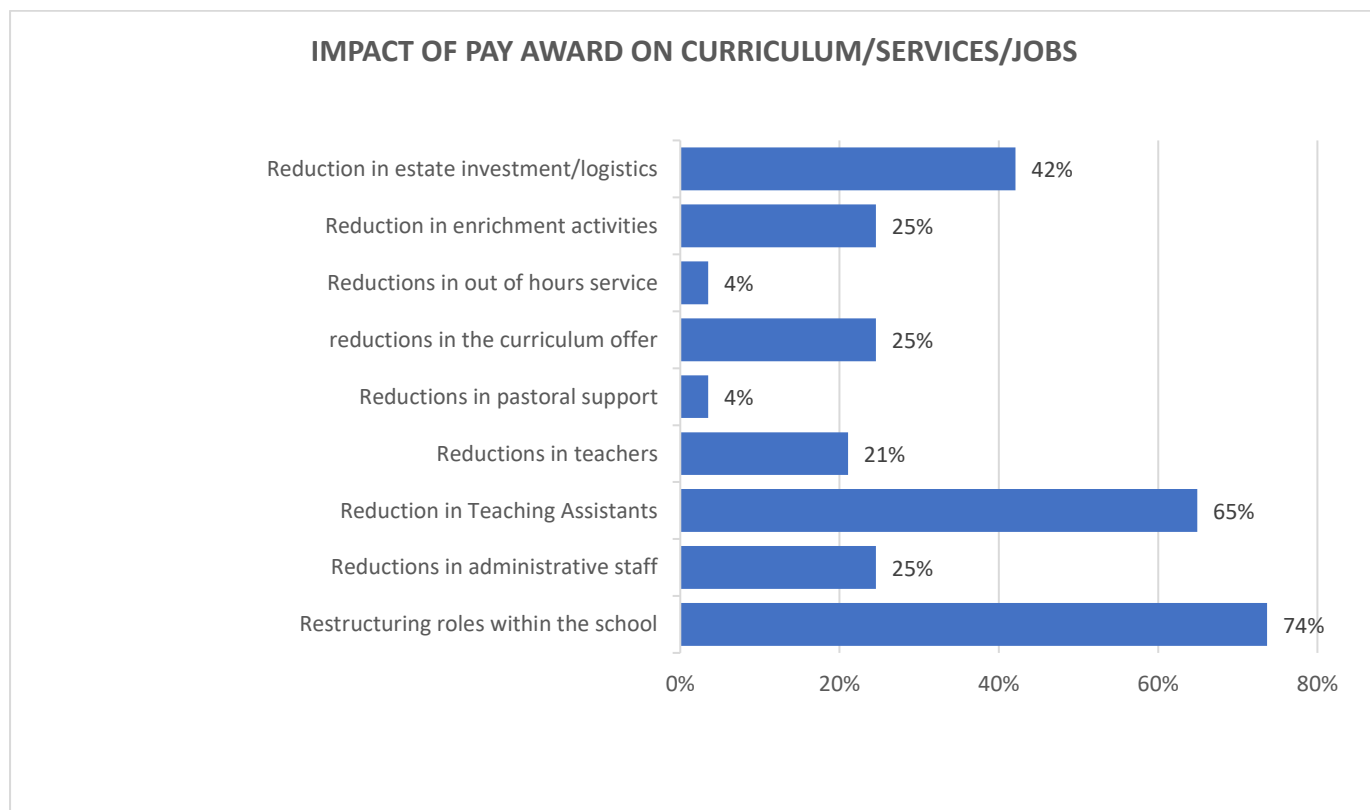
Q6. Only those who chose C OPTION to Q5 RESPONDED TO THIS QUESTION

The outcome of these significant changes are likely to lead to...

Respondents were asked to choose the top 3 most significant.

There were 57 responses to this question.

Restructuring of roles (too early to say which) within schools (Option 1)	42 chose this option (74%)
Will result in reductions in administration staff (Option 2)	14 chose this option (25%)
Reduction in teaching assistant roles (Option 3)	37 chose this option (65%)
Will result in Teacher role reductions (Option 4)	12 chose this option (21%)
Reduction in pastoral support staff roles (Option 5)	2 chose this option (4%)
Reduction in curriculum offer to pupils (Option 6)	14 chose this option (25%)
Reduction in out of hours service (e.g., breakfast/after school clubs) (Option 7)	2 chose this option (4%)
Reduction in enrichment activities (Option 8)	14 chose this option (25%)
Reduction in estate investment/IT/logistical budgets (Option 9)	24 chose this option (42%)



Q7. Respondents were given the opportunity to add further information relating to Q6.

Region	If you have anything else you wish to add in relation to Question 6 above, please add here
North East	<p>There needs to be additional funding to schools</p> <p>Whilst many Primary sector schools cannot really reduce teacher roles as they are generally not “over-staffed”, and due to KS1 regulations cannot reduce further, the Teaching Assistants roles in Primary Sector schools will face the reduction most. Without any additional funding from the Government, schools will be awarding teachers this pay award, but some will have to reduce TA’s through the redundancy process.</p>
East Midlands	<p>Please be aware the Supplementary Grant given to schools in 2022-23 has really been taken up by additional NI costs and Energy costs. The increase in budgets for 2022-23 were nowhere near a 5% increase, so as a school spends around 85% of their budget on staffing, for 2022-23 schools are facing a net cut in funding, not an increase in funding</p>
West Midlands	<p>We believe that in relation to small schools there will be a change in the age profile and experience of teaching staff due to the differentials in the pay award</p> <p>Schools will face a significant financial challenge without any further uplift in funding if the proposed pay awards and energy inflation occur as predicted. Without consulting with our schools it is difficult to answer on their behalf about where they will look first to find the required savings, however as staffing is the most significant cost in the budget it is likely to be the first place to feel the pressure.</p>
North East	<p>School budgets are already under pressure as a result of substantial increases in gas and electricity charges.</p> <p>The proposed teachers’ pay award will increase financial pressures and risk financial sustainability unless additional funding is provided.</p>
Yorkshire & Humber	<p>The variable percentage increase for main scale staff has a large effect on budgets, however, the most significant increase will be a result of the 5% increase for staff graded main scale 6 and above. School’s retain staff for longer and therefore a large percentage of staff within schools are higher level.</p> <p>With the latest proposed non – teaching (NJC) pay award of £1,925 per scale point, this will make a large number of schools financially unsustainable. A large percentage of school workforces are between scales 1 to 18, resulting in proposed pay award percentages ranging from 10.5% to 7.6%.</p> <p>Maintained schools budgeted for the Secretary of State’s recommended pay structure but assumed a 3% uplift for unqualified, upper pay scale and leadership posts. The additional 2% for these categories will create pressure on the schools’ budgets. In itself, most schools would be able to make reasonable adjustments to existing budgets, although a number of schools are reliant on reserves to balance their budgets. However, the proposed support staff pay award, continually increasing energy costs and inflation rates will push some schools into deficit this year and will reduce levels of balances held by others. The medium-term implications (over the next 2-3 years) will be more significant.</p>
North East	
London	<p>There continue to be concerns about the impact of the pandemic on children and whether they are ‘school ready’ and these increased costs are liable to reduce support for this further. It could also lead to larger class sizes where legal.</p>

South West	<p>This is on top of unfunded utility rises - budgets cannot cope with this without further support.</p> <p>We've provided an overall, high-level view in responding to Q6, but it is worth noting that the position at each school will be different i.e., they're not all starting from the same position. This of course means that the impact on individual schools will be different as will the outcomes for those schools. For example, this may impact how a school that currently has a financial/budget deficit gets out of that situation differently to a school not in that situation.</p>
South East	<p>Budgets are already stretched tight due to burden of % pay as teachers have stayed at schools and become more expensive, at the same time pupil numbers are falling, and also still dealing with impact of Covid on progress/EY. We would expect more schools to end in deficit than budgeted, particularly as it has been reported school funding is not rising as much.</p>
South East	<p>Most Schools will find the pay award manageable this year due to accumulated reserves, however, future years are more likely to require establishment changes. This may include curriculum changes or support to pupils.</p>
West Midlands	<p>School balances may present higher than they actually are due to some grants being allocated on an academic year basis, with income and expenditure having timing differences – e.g. income has been received in 2021/22 but the expenditure incurred in 2022/23.</p> <p>There are also a number of grants that are subject to claw-back on an academic year basis e.g. PE and Sports Grant and the School Led Tutoring Grant which is not accounted for in the school balances as at 31.3.2022, and the extent of any claw-back is not yet known as all transactions for these academic year grants have not yet been processed.</p> <p>Most schools in our funding system received less of a per pupil increase than the estimated cost of 5.4% that the proposed teachers' pay increase will cost in the financial year 2022/23. Almost half our schools have received less than 2% increase in their actual budget, with some schools seeing significant drop in actual budget due to falling rolls.</p>
North East	<p>The proposed pay increase will hit small schools in the more affluent areas the most as they have lower per pupil funding, and lower pupil numbers.</p> <p>We have a number of schools that are in deficit and are working hard to recover from their deficit budget position. The proposed pay increases will impact on their ability to reduce or recover from their deficit budget.</p> <p>The outcome of the Harper Trust v Brazel case will also impact on school budgets now the supreme court has made its judgement. The impact of this judgement is not yet known.</p> <p>The proposal in the current DfE Early Years Single Funding Formula consultation to mainstream nursery class teachers pay and pension grant funding into the base rate funding to local authorities will also be a funding cut to schools with nursery classes, as the DfE suggestion that the quality supplement be used to allocate this funding is already fully utilized.</p>

North West	This is unique to all schools and it depends on their starting budget position and the size of the school and their ability to generate income along with the age of the workforce e.g. longer serving teachers results in greater impact on budget. In addition it is not an isolated cost pressure and other factors are impacting on the budget position.
West Midlands	All of these options will be affected to different levels as different schools try to reduce cost to cover this increase.
North East	There will need to be a review of all expenditure in all maintained schools in light of all of the inflationary pressures that schools will be facing. This includes pay for teachers and support staff as well as the increases in the costs of food, heating, lighting and fuel.
North West	Whilst most schools will, with adjustments to budget, be able to manage, this will predominantly impact a smaller number of schools with existing budget issues as anticipated above.
East Midlands	<ul style="list-style-type: none"> - Consideration of recruitment freezes at individual schools - Also impacted by falling rolls locally, adding to budget pressures - Potential for more higher needs children to go unidentified due to lack of funds for buying in services and possible need for part time hours for some children
London	The increase will have significant impact on school budgets and most of our schools are more likely than not to be in financial deficits. Staffing costs would most likely account for about 85-92% of the school budgets and this will be unsustainable.
South West	At this stage all offers could be considered particularly depending on the set up of each individual school.
Yorkshire & Humber	Whilst the teachers' pay award will have an effect on budgets it is that combined with the other significant inflationary pressures such as the NJC increases, energy increases and other general inflationary pressures that will overall have a major impact on school budgets.
South East	<p>The medium-term implications (next financial year onwards) may also bring teacher role reductions into the equation. Because there is no extra money to pay for this award, schools will have to look at adjustments, in some cases significant. Whilst school budgets generally received increases in the region of 5% per pupil in financial year 2022-23 the growth in budgets will be absorbed by additional cost pressures including the teachers' pay award, the local government NJC pay award proposals (£1,925 per fte), the April national insurance increase, utilities increases and general high inflation. The most challenging situation is likely to emerge in 2023-24. Indicative budget settlements suggest funding increases in the region of only 2% and there will be the ongoing impact of 2022-23 pay awards, as well as new awards for 2023-24 (likely to continue to be high given the current increases in the cost of living).</p>
	<p>Commentary Re: question 8 below - Yes, it does leave an affordability gap. For 2022-23 financial year the affordability gap is estimated to be around 1% when all cost pressures are accommodated. The bigger impact is likely to be in 2023-24 financial year based on indicative funding figures. If pay awards, inflation and energy continue to increase as expected this will result in a much larger gap next financial year.</p>

The 5% increase on teacher's payroll, alongside other significant inflationary pressure is greater than the increase in the funding settlement, hence will create an affordability gap for schools. When the impact effects school services will vary depending on if the school has any surplus reserves, so some schools the impact immediate this financial year & others it will be delayed until 2022/23. Where schools have reserves, they will need to amend their plans for the use of the reserves to ensure a balanced budget.

North West

It is unreasonable to expect schools to manage the affordability gap, due increase in payroll cost and other inflationary pressure (a new 40 year high) without accepting that it will impact on pupil's outcomes.

This financial pressure comes at the same time as the move towards the National Funding Formula and the Education White paper, expecting all schools by 2030 to become part of a multi-academy trust.

East of England

Unless additional funding is allocated a number of schools will be unable to afford a 5.4% increase without significant structural changes. The impact is likely to be more significant for smaller schools.

With inflationary pressure in the region of 10% for other costs, with particular focus on utility bills which have already had an impact and will continue to do so, (increasing in the region of 200% in some cases) the assessment of 'broadly affordable' is even harder to reconcile.

The overall impact of both proposed pay awards (support and teaching staff) is significant. Across all maintained schools it is estimated to cost in the region of £5 -6 million annually with a cumulative effect of almost £17m over the current 3 year budgeting period. £4.6 million impact in this current financial year. With further pressures from non-pay inflation.

This has the impact of significantly shifting the financial landscape for our schools.

South East

Significant numbers of schools, particularly the smaller and rural schools with fluctuating pupil numbers and non-standard class intakes simply do not have the flexibility to respond to these challenges.

The teachers' pay award in isolation will impact all schools by adding in the region of 2.4% additional cost to what is already budgeted for 2022/23 onwards. This alone will force a number of schools into deficit or further into deficit. The largest concern however is that this is not an isolated cost increase. Support staff pay awards will impact even more significantly and together with inflationary pressures on non-pay costs projecting forward on current budget plans we could expect to have a significant percentage of schools in deficit or having to significantly curtail current plans to avoid deficit. There are significant pockets of schools without the flexibility to change plans, restructures and re-alignment over a number of years and adjustments in response to fluctuating pupil numbers having already been introduced. If schools do not receive additional funding in response to these cost increases we will have significant sustainability issues in a large number of schools¹⁷

South West

I am basing my answer on past experience of how schools make savings from the point of view of a HR practitioner. Based on that past experience, the lack of any government funding to cover any additional staff costs at a time when non-staff related costs are increasing rapidly, the level of increase in teacher salaries and also the likely increase in support staff salaries (based on the offer made by local government employers) there will be reductions in staff in all staff categories across schools and in a larger number of schools than for many years, though in which category the reductions are concentrated will differ from school to school. That said, based on past experience, unless pupil numbers are falling, the reductions overall are likely to fall more heavily on support staff.

London

Once the support staff pay award is agreed, and subject to what that award is, this could lead to a need for schools to further adjust budgets

West Midlands

Noting that not all schools are in the same financial position, it is considered that without additional funding schools will face significant budgetary challenges.

Note that in response to question 5, while we think there will be significant challenges for some schools that is not the case for all schools. The 5.4% pay increase will be difficult for some/many schools to manage without structural changes, particularly when considered in light of wider increasing costs, e.g. utility bills, support staff pay rises, impact of Harpur Judgement meaning the cost of salary increases cannot be viewed in isolation when commenting on impact on schools budgets.

London

We anticipate significant financial burden to most special schools and the High Needs Block which is already forecasting significant overspend

In reality some schools are better placed than others to manage the increase, and while some will need to restructure, others won't.

The pay award is higher than initially anticipated. Our schools had budgeted for a 3% pay award and therefore an average pay award of 5.4% is significantly greater than the budgeted pay award. The 'budget gap' of 2.4% represents a £11,000 - £13,000 gap for an average 1 x Form Entry Primary School. This can be scaled up and down depending upon the size of a school. In order to mitigate this cost pressure, schools will need to take some financial compromises. In terms of metrics, this financial value equates to;

South West

- Loss of a 0.5 / 0.6 FTE Teaching Assistant in a school
- 1 x day a week of a full-time teacher
- Loss of 0.5 / 0.6 Admin Officer / SBM in a school

We have performed a separate calculation to show that the Supplementary Grant is not sufficient to cover the additional cost pressures faced by schools (NI, Energy, Inflation and Pay Awards) and our estimate for a 1 x Form Entry Primary School equates to a pressure of £22,000 - £23,000.

West Midlands

We advised schools to budget for the uplift of the lower MS1 to £30k so most should have made this assumption in their budget, however 2% was applied across the rest of the staffing, so this will have an impact on budgets with many schools already having to cut back on things.

South West

The significant adjustment will pose a risk to our curriculum offer ultimately although this is central to the school and would be protected as far as possible.

These are comments received from the schools who submitted responses:

We budget for a 2.5% increase therefore this change will put us into a negative, using up our budgeted reserves, of -£2,633.

Likely to result in a freeze in the recruitment of dedicated SENDCo role – instead this will continue to be done by Deputy Headteacher and put more pressure on her as school expands significantly. Not good.

South West

Having this additional cost on our budget now when we have already budgeted back in March and employed more staff/bought additional resources, etc makes it very challenging. We may be able to avoid a deficit this year but when you plan over a number of years the challenge will come in future years when difficult decisions have to be made (eg. redundancy) and will then reduce provision for our children.

We don't have extra capacity in our already stretched budget to cope with this rise in salaries, Somehow this pay increased needs to be funded form central government.

I think it is really hard to know what the impact of the Pay Award will be as we submitted a balanced budget by the required deadline and the Pay Award announcement came after that. It will have a significant impact at all levels of the organisation as we had budgeted 2%.

North West

Schools are reporting significant pressures on their budgets preventing investment to address identified priorities.

London

All of the options in 6 above are likely

The impact and resulting actions will vary depending on individual schools' circumstances. We anticipate that all of the options above will be impacts and so determining the top three is not truly possible. We anticipate teaching posts will also be reduced along with pastoral support. Schools are utilizing and eliminating reserve balances with a higher number of schools setting budgets within year deficits. This means that the overall deficit building up the schools' community is substantial and will impact in the long term, not just in the year ahead with unsustainable schools and impacting quality of teaching and learning anticipated.

South East

The utility bills and overriding inflation is a significant and compounding factor.

As noted in questions 6, these changes are likely to lead to restructuring of roles. In addition to this some vacant roles may not be filled for Centrally Employed Teachers in the local authority, who are employed to support inclusion for our most complex and vulnerable children.

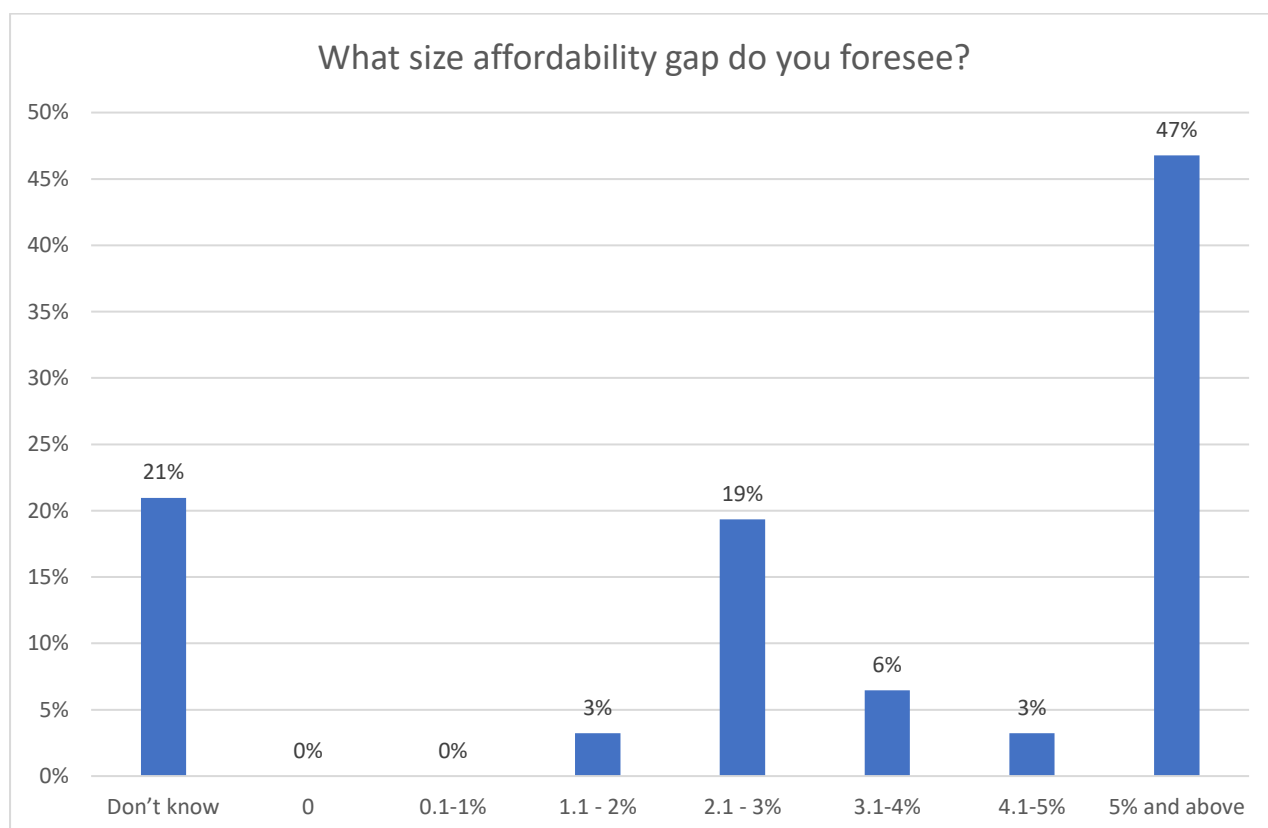
South West

The announcement came very late after schools had set their budgets. Schools need funding from government. We also have rising energy bills at schools which are going to hugely impact.

Yorkshire & Humber	<p>Support staff roles have been reduced – currently by not replacing staff who leave through ‘normal’ processes, but which may need to be added to through redundancies.</p> <p>Curriculum offer may be reduced through the ending of specialist provision for example in music, library and specialist PE coaches. It may also be reduced by limiting access to subject specific resources (eg art equipment, ICT replacement programs etc)</p>
East Midlands	<p>It is difficult to be precise as to how many schools will be impacted but there will be a reasonable number of schools who will be affected whose budgets will now go into deficit.</p>
South West	<p>We expect the pay award to be unaffordable, especially taking into account the anticipated support staff pay award and the rising cost of energy. It is likely that some schools in our LA area will need to restructure their staffing, although what form this restructuring will take will vary from school to school. We anticipate that schools may not be able to offer what they did previously in terms of curriculum / enrichment opportunities although again, this may vary from school to school.</p>
East of England	<p>Different schools will be impacted in different ways, so it is hard to generalise at this point in time.</p>
South East	<p>Significant adjustments to budgets required, which may impact existing curriculum/services/jobs. Impact on our schools is around £1.2m additional cost against a pay bill (without inflation) of £84.1m. Schools will not have budgeted for this.</p>
South East	<p>At this point it is too soon to know exactly what the impact will be. There will certainly be a huge impact and initially we will look to cover the additional costs without having to reduce the number of staff. Long term we will need to consider not only restructuring staff but which staff roles we will have to reduce. This will have a significant impact on the quality of education we are able to provide.</p> <p>The full impact will not be felt until 2023-24 budgets. This year has been the first year we have not been full in reception so loss of pupil funding will also have an impact</p>
London	<p>Budget realignment and recovery plans would focus on minimizing impact of teaching and learning as much as possible</p>
London	<p>Most schools have already reduced admin and other costs to protect front line teaching and learning. More schools may start charging for after school clubs.</p>

Q8 Bearing in mind the additional money given to schools this year, when you consider the impact of this teacher pay award, the potential support staff pay award, increase in energy costs etc – does that leave your schools with an affordability gap? If there is, please indicate what size you estimate it to be. (If no gap choose 0%).

0%	0 responses (0%)
0.1-1%	0 responses (0%)
1.1-2%	2 responses (3%)
2.1-3%	12 responses (19%)
3.1-4%	4 responses (6%)
4.1-5%	2 responses (3%)
5%+	29 responses (47%)
Don't know	13 responses (21%)



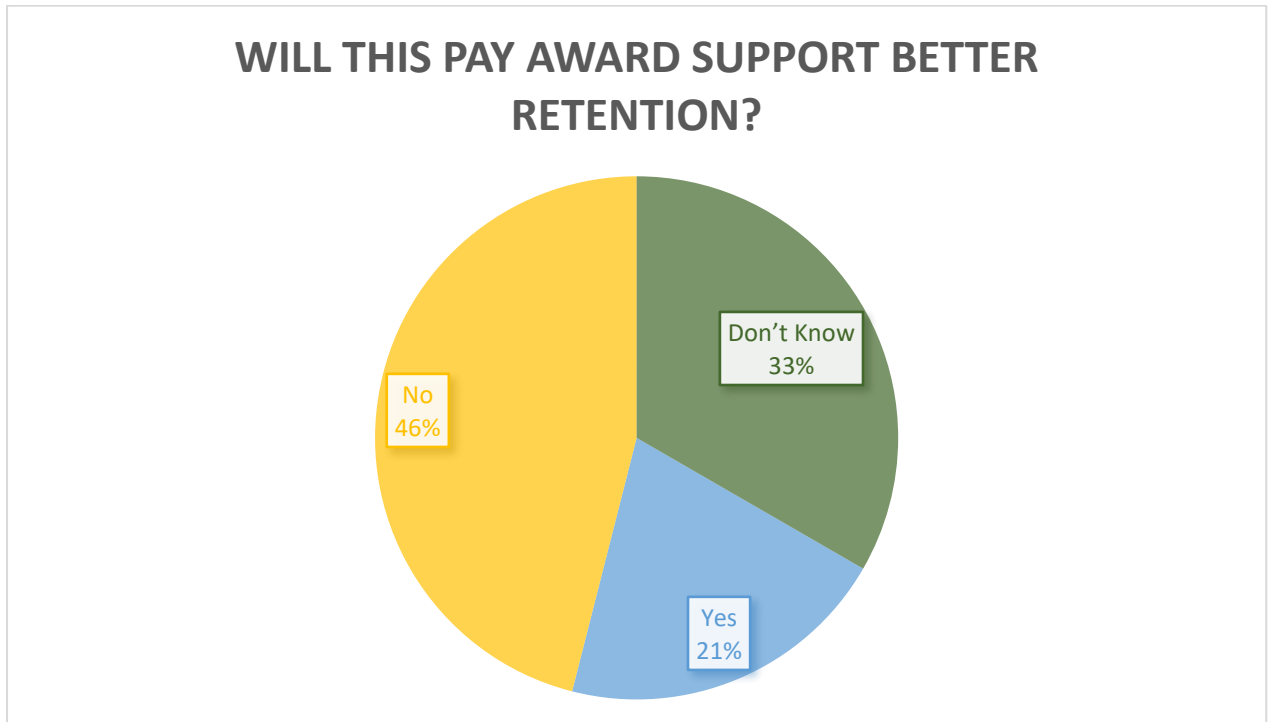
Q9. Notwithstanding affordability challenges, will this higher than anticipated pay award for experienced teachers and leaders support retention rates within schools?

Those who chose YES were told to proceed to Q10

Those who chose NO were told to proceed to Q11

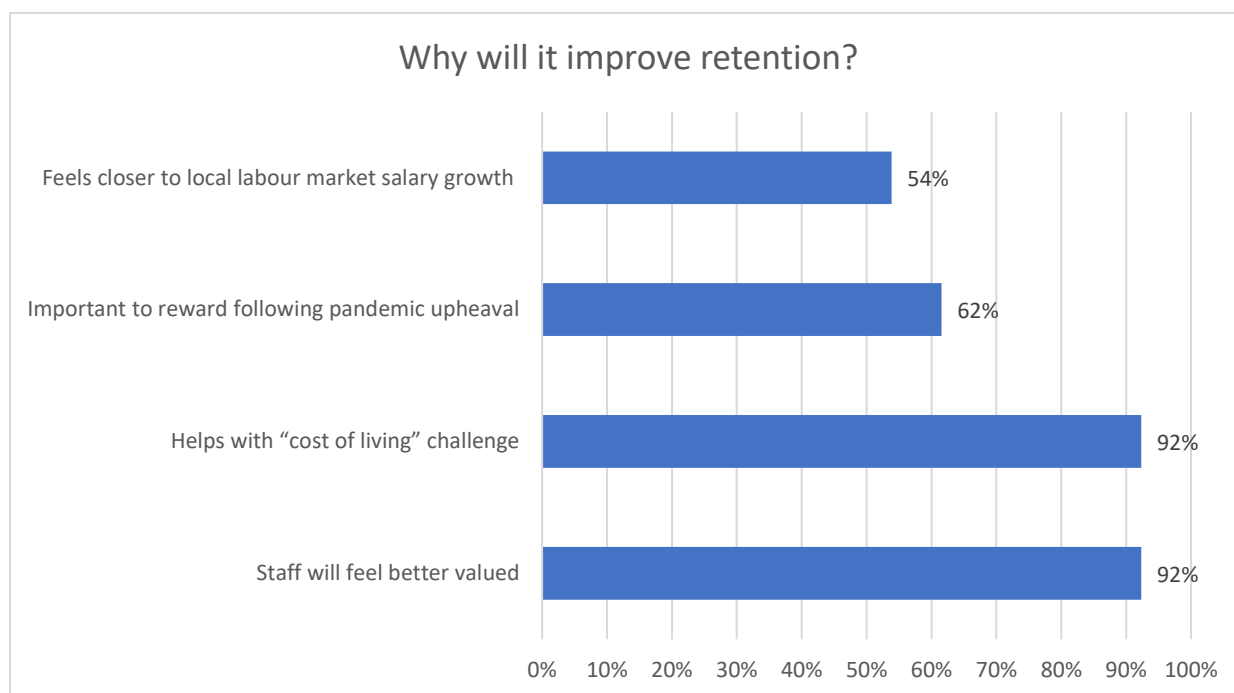
Those who chose Don't Know were told to proceed to Q12

Yes	13 responses (21%)
No	29 responses (46%)
Don't Know	21 responses (33%)



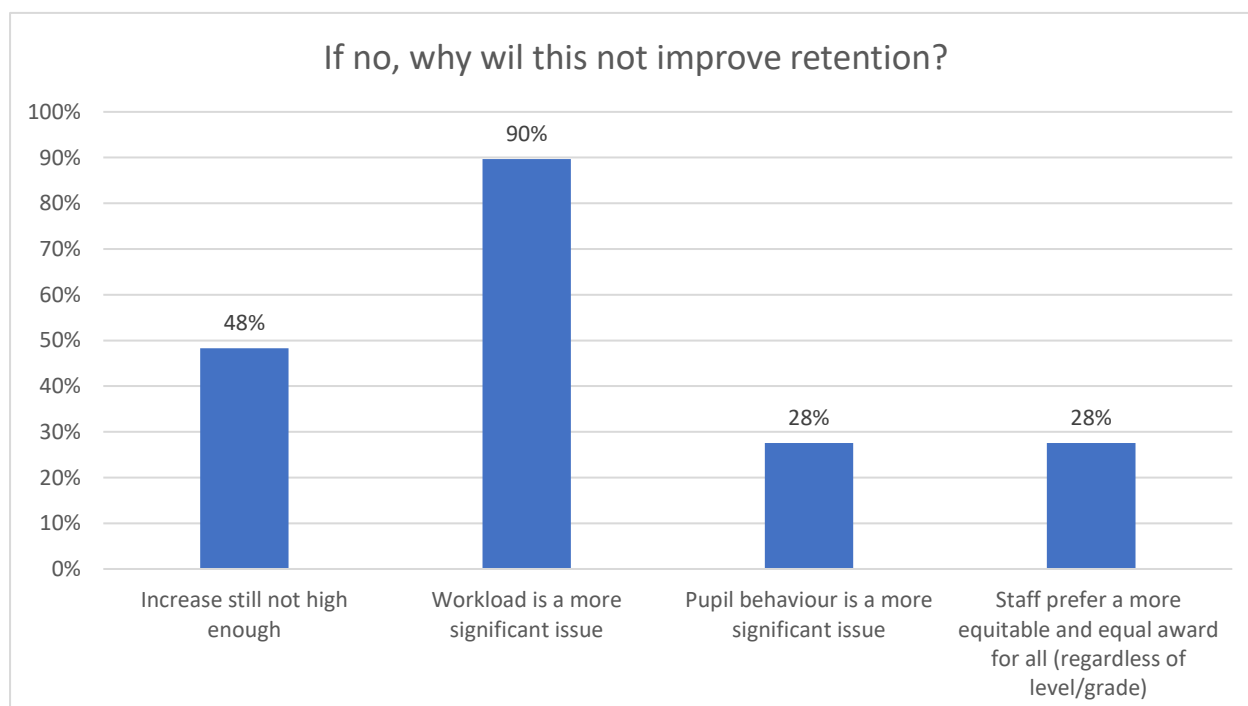
Q10. If answer to Q9 is YES, please provide rationale. Please tick all that apply.

Staff will feel better valued	12 responses (92%)
Helps with “cost of living” challenge	12 responses (92%)
Important to reward following pandemic upheaval	8 responses (62%)
Feels closer to local labour market salary growth	7 responses (54%)



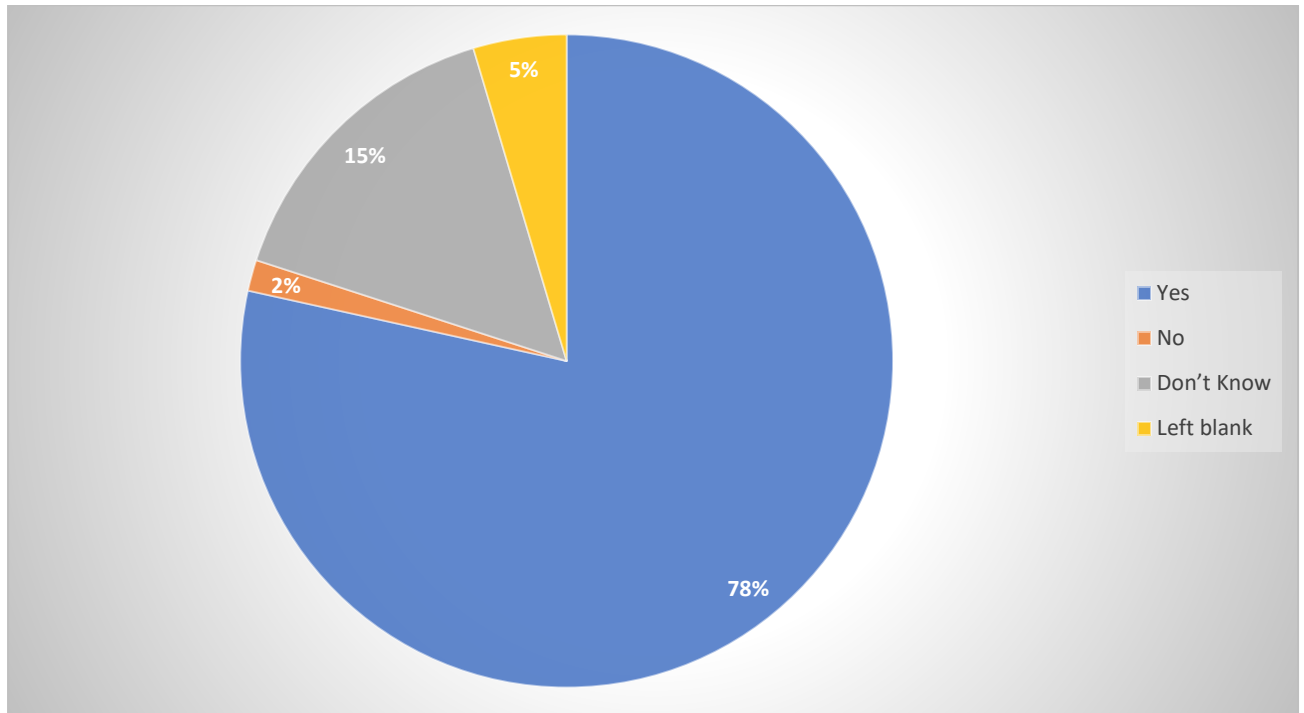
Q11. If your answer to Q9 is NO, please provide rationale. Please tick all that apply.

Increase still not high enough	14 responses (48%)
Workload is a more significant issue	26 responses (90%)
Pupil behaviour is a more significant issue	8 responses (28%)
Staff prefer a more equitable and equal award for all (regardless of level/grade)	8 responses (28%)



Q12. This award takes significant steps towards the government objective of a starting salary for ECTs, of £30k, do you welcome this, and will it aid future recruitment?

Yes	51 responses (78%)
No	1 response (2%)
Don't know	10 responses (15%)
Left blank	3 responses (5%)



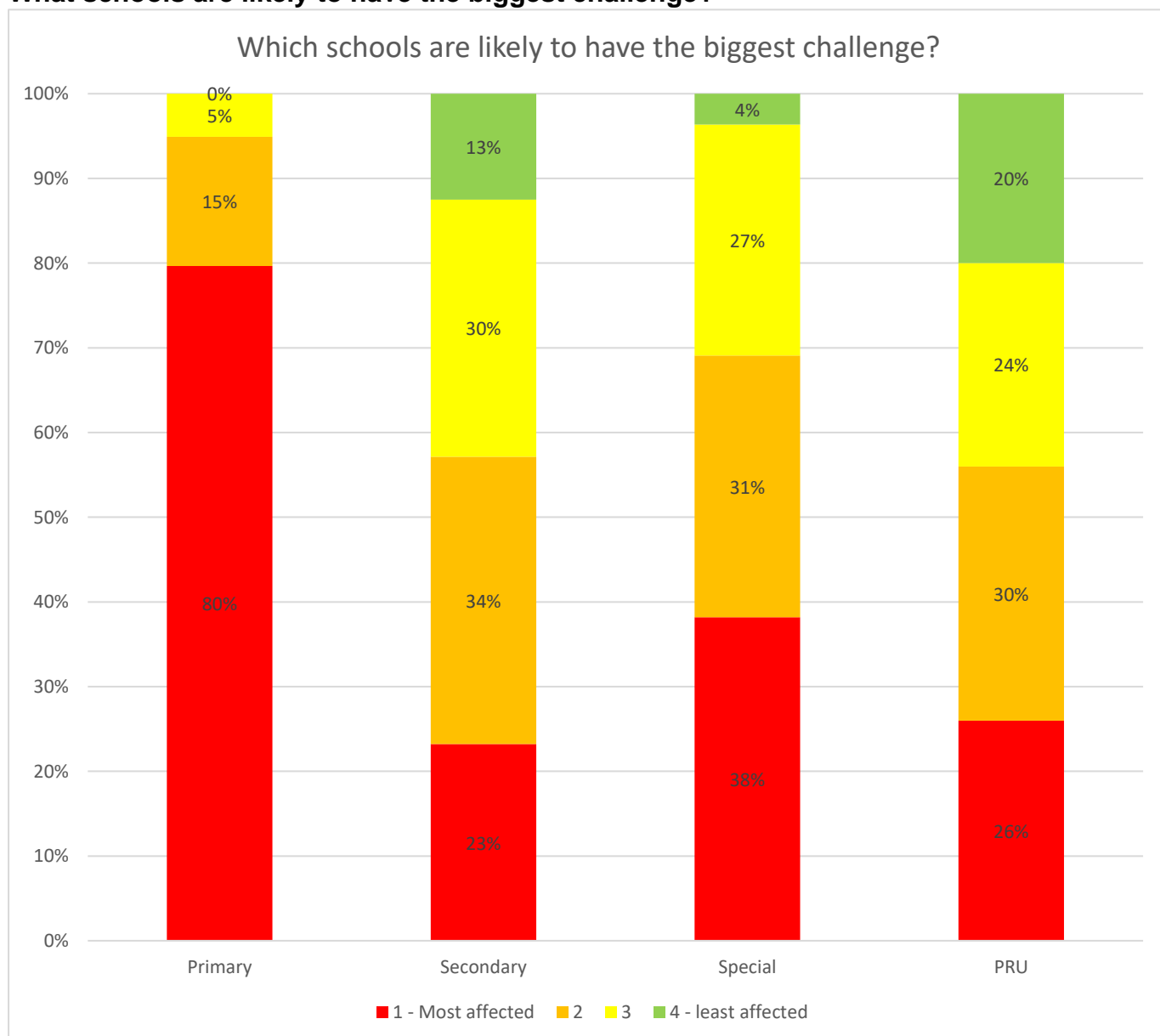
IMPACT OF PAY AWARD

Q13. Within your area in your opinion, which type of schools are likely to have the biggest challenge (financially) in implementing this pay award?

Please rank the most negatively impacted with 1 being the most impacted

	1	2	3	4	5
Primary schools	47 responses (80%)	9 responses (15%)	3 responses (5%)	0 responses 0%	0 responses 0%
Secondary schools	13 responses (23%)	19 responses (34%)	17 responses (30%)	7 responses (13%)	0 responses (0%)
Special schools	21 responses (38%)	17 responses (31%)	15 responses (27%)	2 responses (4%)	0 responses (0%)
PRUs	13 responses (26%)	15 responses (30%)	12 responses (24%)	10 responses (20%)	0 responses (0%)
Don't know	7 responses (64%)	1 response (9%)	1 response (9%)	0 responses (0%)	2 responses (18%)

What schools are likely to have the biggest challenge?

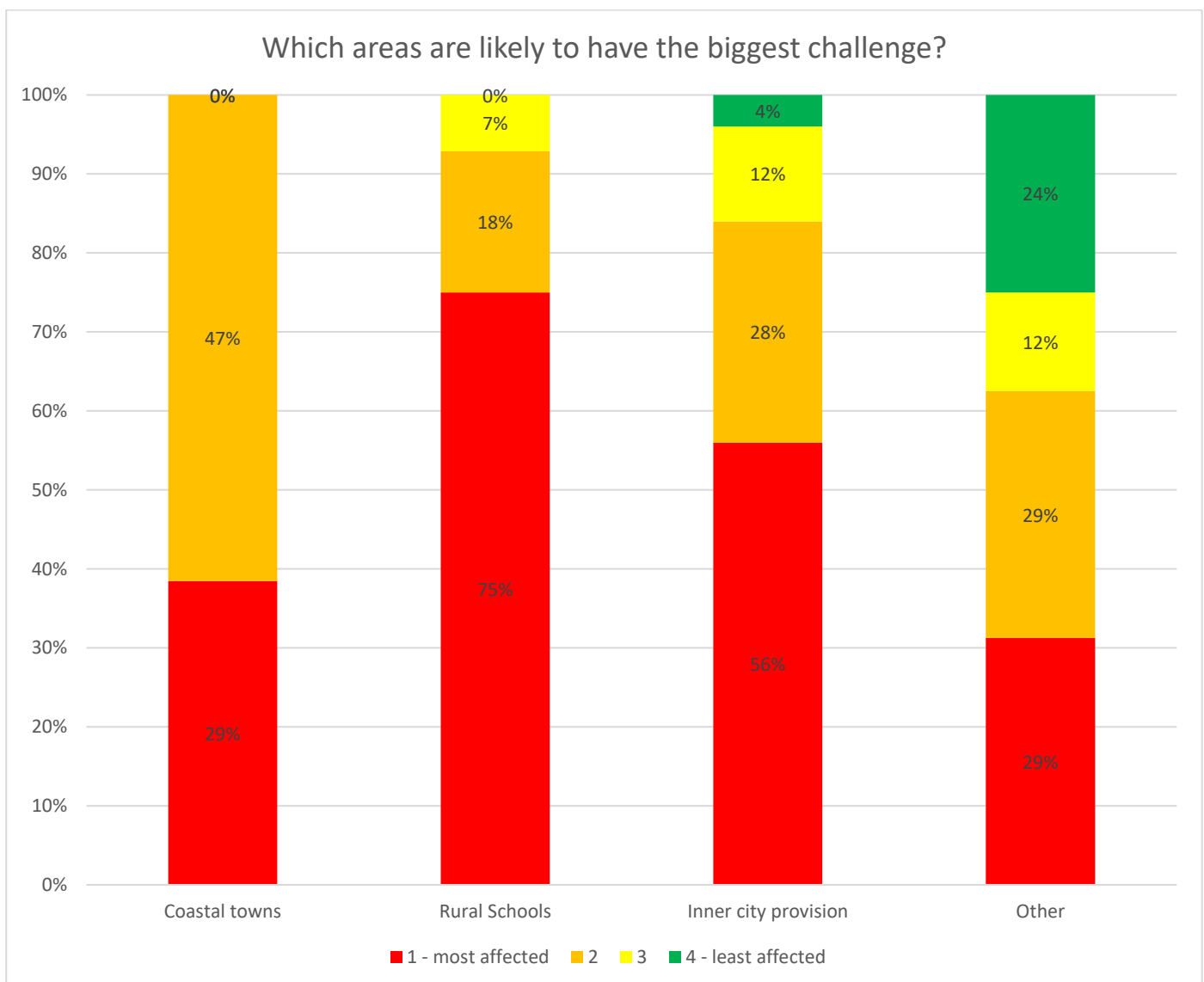


Q14. Within your area in your opinion, which type of geographical area are likely to have the biggest challenge (financially) in implementing this pay award?

Please rank the most negatively impacted with 1 being the most impacted

	1	2	3	4	5
Coastal towns	5 responses (29%)	8 responses (47%)	0 responses (0%)	0 responses (0%)	4 responses (24%)
Rural schools	21 responses (75%)	5 responses (18%)	2 responses (7%)	0 responses (0%)	0 responses (0%)
Inner City Provision	14 responses (56%)	7 responses (28%)	3 responses (12%)	1 responses (4%)	0 responses (0%)
Other	5 responses (29%)	8 responses (47%)	0 responses (0%)	0 responses (0%)	4 responses (24%)
Don't know	21 responses (44%)	3 responses (6%)	9 responses (19%)	9 responses (19%)	6 responses (13%)

Which areas are most likely to have the biggest challenge?



LOOKING AHEAD

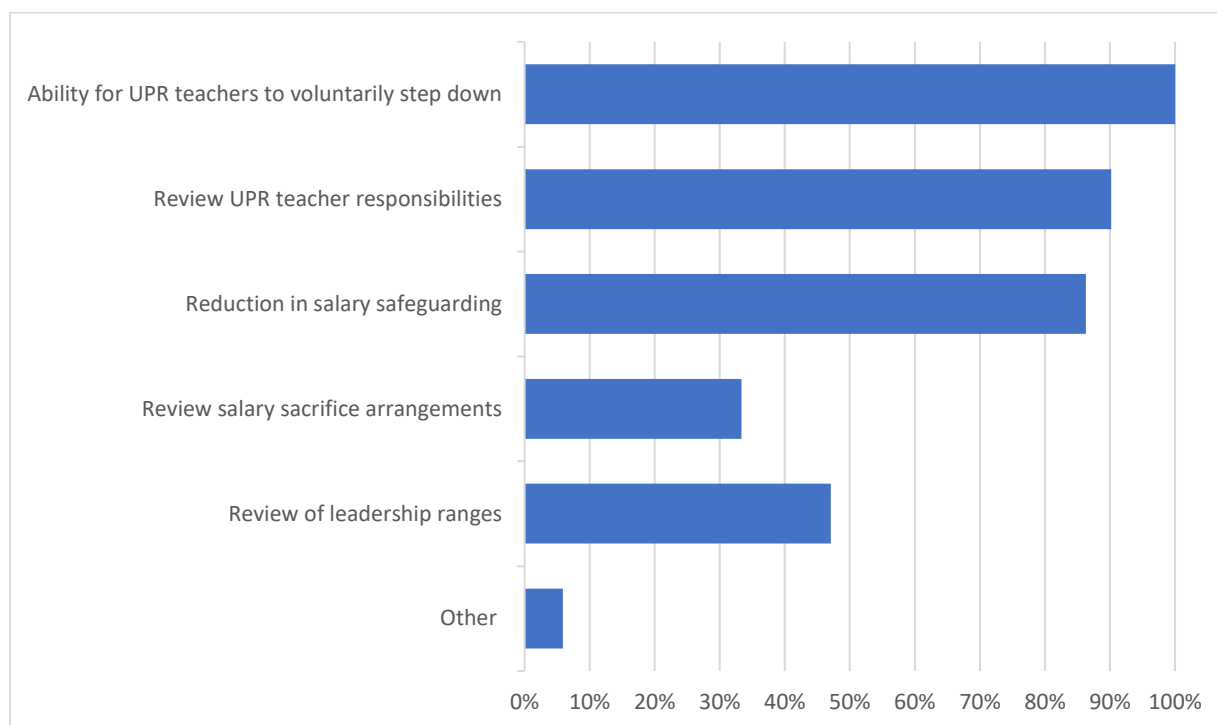
Q15. From an employer perspective what future changes would your local authority/schools want to see in the STPCD 23?

Choose the most important to your schools and choose all that apply.

There were 51 responses in total

Ability for Upper Range teachers to voluntarily move back to the Main Pay Range within the school they are currently working	51 responses (100%)
Review of Upper Pay Range teacher responsibilities	46 responses (90%)
Reduction of salary safeguarding from 3 years to 1 year in line with other sectors	44 responses (86%)
Review salary sacrifice arrangements in the STPCD	17 responses (33%)
Review of leadership ranges	24 responses (47%)
Other	3 responses (6%)

What changes would you like to see in the STCPD?



Q16. If respondents chose OTHER to Q15, they were provided with space to add.

Region

If you responded "OTHER" to the question above, please specify here.

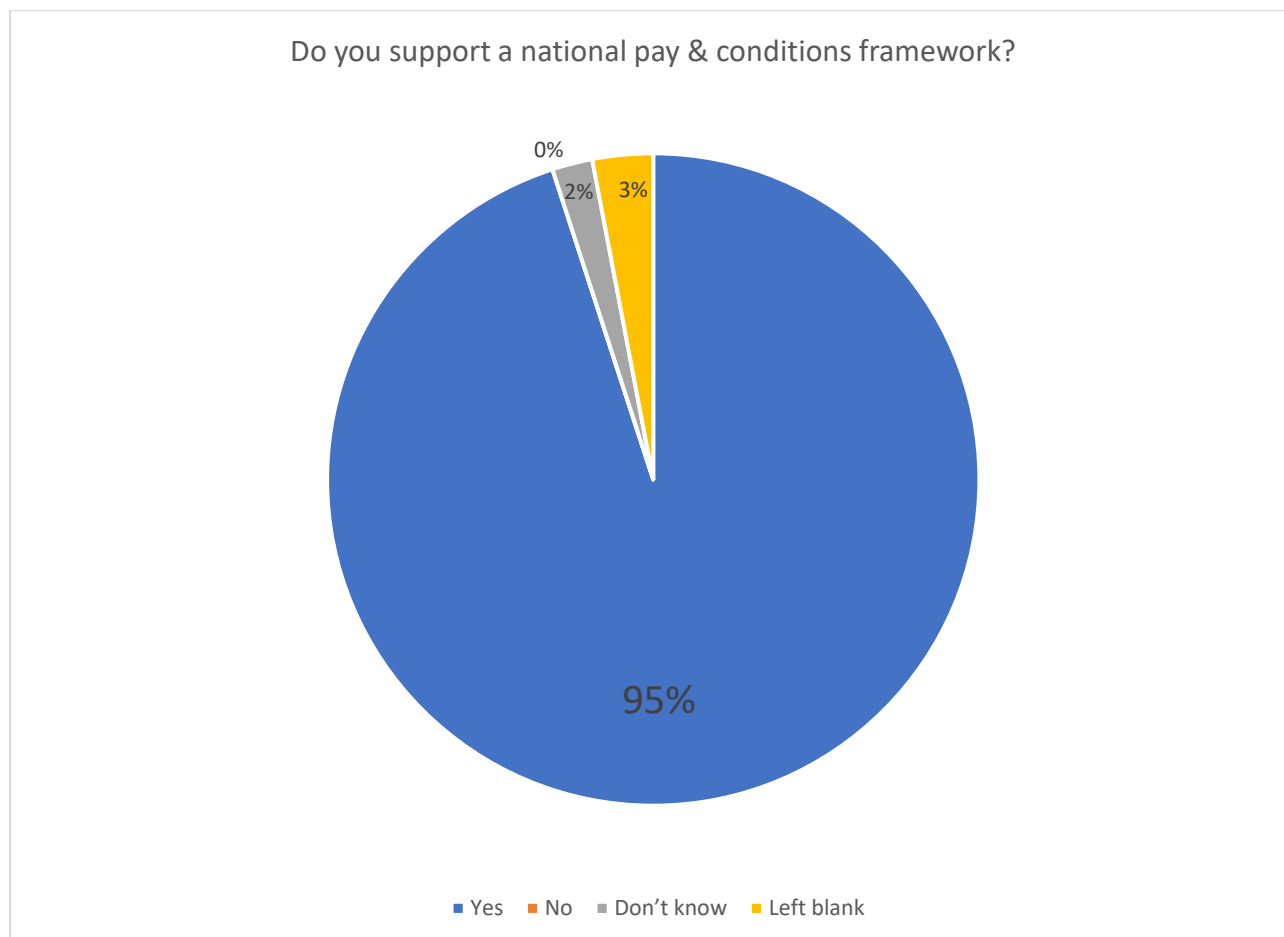
East Midlands

A 2 year pay award for all school staff would be helpful for schools budgeting purposes. Our schools were advised to budget for a 2% pay award for 2022-23, these increases are substantially higher and will cause reductions in staffing if no additional funding is provided.

Yorkshire & Humber North East	<p>Salary safeguarding reduced to 2 years aligning with NJC Terms and Conditions</p> <p>Leadership ranges have morphed over the last few years where there are differentials and potential equal pay issues especially where the top of the group size point is a different value to other mirrored points on this pay range. Also Leading Practitioners Pay Range although Leadership point 1-18 again different and higher values are being paid due to the appliance of the pay award over the years. Salary safeguarding reduced to 2 years aligning with NJC Terms and Conditions.</p> <p>Simplification of part time teacher calculations</p>
South East North East	<p>Just a comment on 'salary sacrifice arrangements in the STPCD' we would like car leasing schemes (esp. green / electric cars) to be considered for inclusion. In addition, OTHER items to consider are: (a) working out a day's pay for teachers e.g., for maternity KIT days (b) providing further clarification on the Upper Pay Range issue dating back to the 2012 STRB report that has been raised by the teachers' trade unions (c) Provide further clarity on TLRs (d) Provide resolution / further clarity on 'pay freeze situations' and the TPS indexation issue (we realise that the TPS Advisory Board is looking at this so may be out of scope) (e) provide further clarity on payments for mentoring other teachers (STPCD is currently silent on this).</p> <p>More autonomy and flexibility to make local decisions.</p>
South East	<p>Reviewing the STPCD within the context of seeking to encourage flexible working at all levels including those holding posts of accountability – do we have the right flexibilities available to schools to encourage individuals retaining leadership roles when part-time?</p>
North West	<p>Levelling up premium payment and Early careers Teacher payment - Funding and decision making to be integrated within schools. Schools have some say in who receives it</p>
South West	<p>Introduction of greater flexibility in the use of TLRs, with the option of awarding TLR3s permanently and TLR2s and TLR1s temporarily.</p>
South West	<p>Through the most challenging of times, we would challenge the leadership range that does not award good/outstanding leadership past the range set.</p>
South East	<p>Clearer guidance to governing bodies and local authorities in relation to school group sizes and Headteacher pay.</p>

Q17. Bearing in mind the Schools White Paper, do you support an ongoing national pay and conditions framework like the STPCD?

Yes	62 responses (95%)
No	0 responses (0%)
Don't know	1 response (2%)
Left blank	2 responses (3%)



FURTHER INFORMATION

Q18. Respondents were provided with space to add any further information.

Region

FURTHER INFORMATION: Is there any other data, or comments you wish to share

North West

Welcome the raise for starting salary, but not sure it would necessarily attract those in based on salary. It would purely make it more affordable for those already interested in teaching as a profession. Overall salaries and work life balance aren't attractive to new starters.

North East

In respect of Q.13, Nursery schools will be most significantly affected - their funding is very vulnerable. Small schools and those with limited pupil premium and less disadvantaged will also find this challenging

East Midlands

The Teachers Pay Award is in addition to the NJC pay award and the latter will impact significantly on special schools.

A prompt decision on any funding for schools towards this significant pay award would be welcomed, as many schools will need to change their spending plans as soon as possible to stop them going into a deficit position.

North West	<p>In response to question 14 the schools that will be more financially challenged will be the smaller schools in the more affluent areas as they do not see the same levels of funding through the deprivation factors of the school funding formula</p>
East of England	<p>Small schools will be most impacted. Support Staff Pay Award will be major factor in affordability - we don't expect the Government forecast that level of increase when they were assessing affordability of the teacher's pay award.</p>
North East	<p>The figures for our schools are very significant, just at the point where a lot of them were running with a balanced budget. We expect this will push 17 schools into deficit in 22-23 that are currently running with a surplus budget and a further 18 schools in 23-24.</p>
Yorkshire & Humber	<p>A move to regionally-based pay awards has already been identified as 'levelling-down' and will not ensure retention, especially in leadership roles.</p> <p>The higher than anticipated pay award for experienced teachers and leaders support does not provide better retention rates within schools. It is more the point of recruitment & retention for leaders with eroding pay differentials not making additional responsibilities worth it.</p> <p>The White paper also does not include infant schools which will be greatly impacted by these proposals. Infant schools are already struggling as a result of the low birth rate, and this will add to financial pressures. This will also apply to nursery schools as these do not feature, however they will have to apply the same pay award values to their staff and address any financial difficulties that this brings about.</p>
London	<p>The vast majority of academies still use the STPCD as guidance - this allows them to be competitive with other schools and to ensure that everyone can move between schools understanding the system. there is more than enough flexibility to allow for individual circumstances. The one change needed is the 3 year salary safeguarding... however, even this we manage to work around at the moment since if there is a shortage of budget they are normally redundancies rather than staying in school.</p>
South East	<p>Our simple high-level modelling shows that the impact of the pay award is broadly similar across our mainstream (primary and secondary) schools.</p>
South East	<p>Schools cannot meet all the costs of inflation e.g. increased salary, energy and maintenance costs from the current budgets. Schools need to be better funded by central government to take account of these financial pressures in order to maintain the standard of teaching and learning.</p>

South East

Due to falling rolls some schools are already cut to the bone in terms of staff, many heads have also shared concerns about the pressure on budgets from increased variable costs due to inflation- energy and consumables being of significant concern. A pay award is needed to retain and attract staff but as it is still well below the rate of inflation it may not be enough- the lower paid you are the more this will impact - TAs for example would be better off working for employers like Tesco where pay and benefits are better- in an area with strong inclusion this will have a detrimental impact on our most vulnerable children and place even more pressure on specialist SEND provision and teaching colleagues. It's a challenging time for Schools.

West Midlands

Future pay awards should be considered in the context of wider financial pressures, particularly rising energy costs.

North East

There will need to be a review of all expenditure in all maintained schools in light of all of the inflationary pressures that schools will be facing. This includes pay for teachers and support staff as well as the increases in the costs of food, heating, lighting and fuel.

East Midlands

- Over a half of our schools are on the funding floor and will therefore only receive a 0.5% increase in funding per pupil for 2023/24. These schools face a much more significant funding gap than other schools benefitting from higher increases to the National Funding Formula factors.
- Impact on retention rates – may have a small benefit in the short term, but when weighed up against spiralling cost of living increases/inflation and offers of salaries in some private sector organisations, outside of education, we may lose significant numbers in the longer term as the situation worsens.
- Falling birth-rates/rolls – extra pressure on budgets
- Workload is a considerable issue and will only worsen with the likelihood of staffing reductions
- Risks of permanent exclusion of high cost students – higher staffing ratios required for SEND and children with behavioural issues
- Limited budget for CPD and those providing SEND support require most CPD, support and training – knock-on impact on retention and workload for other staff in classes with less support for SEND children
- Conflict with White Paper, fewer staff limits interventions children require to improve academic outcomes – training and planning time for staff will be reduced resulting in more children being pushed into special provision
- Additional pressures on LA colleagues providing further support and addressing issues such as staffing reductions and on centrally employed teachers funded through DSG which is not proportionally increased

Whilst we indicated in our response to Q5 that most schools will manage this year's award by making reasonable adjustments without impacting jobs and services, we would want to make the following additional comments:

1. Our response is based on the majority of schools and there will be instances of schools that need to make significant adjustments which will impact jobs.
2. The main reason for our response in relation to this year's award, is that the increases to schools' budgets had been front loaded to support the pay award for both September 2022 and September 2023. Most schools will therefore have scope for an increased September 2022 pay award, but it may use the majority of this supplementary funding, leaving very little scope to support pay awards and inflationary pressures in the following financial year.

South East

Our response to Q8, is an estimate based on probable overall increase of teaching, support staff, energy and other costs, which we believe will be up nearly 10% higher than recent years, whilst the system, across the one year, is seeing a 6.8% increase in funding.

Whilst we have responded yes to Q9, retention is not a one-dimensional factor linked to just pay. Matters like workload, behaviour and school culture (openness, trust, quality of leadership, working relationships within school) generally impact more on retention than pay.

In relation to Q13 and Q14, our view is that it isn't types of school (i.e. phase; or being inner city etc) that particularly impacts, but it is factors (e.g. deprivation) that lead to the school potentially being impacted more than others and this can be in any phase or geography.

Yorkshire & Humber

Although provision is made within the STPCD for reference to salary scale points these are not mandatory – schools must observe min and max only – however we would want to see all of the scale points within the ranges made statutory for maintained schools.

South East

The pay rise is below inflation for most teachers and certainly for school leaders. So it doesn't act as much of an incentive. The fact that this pay rise has not been budgeted for in the money schools receive will be a huge burden for many schools. School budgets are already very tight, with increasing levels of pupil need and falling pupil numbers creating a perfect storm of problems. This is particularly true for small primary schools, some of which will be pushed further into being potentially unviable with all the implications this has for their communities. The potential implications for the 2023-24 financial year are particularly concerning. The provisional school funding announcements suggest very small increases to school funding, well below the cost pressures schools are likely to incur. This will mean a much larger number of schools are likely to be in a budget deficit position and unless further funding is provided will ultimately impact on the quality of education provided to children and young people.

North West

This survey would be better placed going to Heads but given the timeframes we cannot get them it to Heads. The responses would be more meaningful from Heads as we are unable to answer some of the questions that are school specific. We support teacher pay increases but feel these should be funded. Pay awards of this level should be funded.

East of England

South East

Projected unfunded cost increases (teachers pay award. Support staff and inflationary pressures) currently projected will result in 26% of schools ending 2022-23 in a deficit (currently less than 2% projecting a deficit). This increases to 85% of schools by the end of 2023-24. Whereas a limited number of schools may broadly be able to afford the teaching pay award in isolation. Many cannot. With the other cost increases projected virtually all schools cannot. With delegated budgets and a National Funding formula there is very little flexibility to tackle this at a local authority level. Over a number of years vulnerable schools have been through restructure and restricted spending and have already removed any flexibility to respond to building cost pressures. Any unfunded cost increases will cause significant issues for a significant number schools particularly small and rural schools and those with fluctuation and non-standard intake numbers.

South West

I have not been able to answer all the questions due to not having access to the relevant information on school's budgets. I have been informed by an Education Finance colleague that schools will not have budgeted for this level of increase (i.e. that there will be a significant affordability gap and that schools will therefore need to make significant adjustments) but whilst I shared the LGA consultation with colleagues, including Finance colleagues, and invited their input, they have not shared with me details of the precise size of the affordability gap or which type of school or which schools in terms of their geographical location are likely to be worst affected.

West Midlands

- The consultation taking place over the school summer holiday period has again made it difficult to seek a view directly from schools on this consultation.
- Noting that not all schools are in the same financial position, it is considered that without additional funding schools will face significant budgetary challenges.
- Although this award takes steps towards the Government objective of a starting salary for ECTs of £30k, which we have responded is likely to aid future recruitment, there are concerns remaining regarding the ability to retain teachers. The response to Q.11 highlights some of the significant issues facing schools e.g. workload and pupil behaviour.
- It is noted these questions do not reference nursery schools and the potential impact. It is the view that nursery schools are likely to face significant budgetary pressures and it is important to note this as part of this response.

Many academies continue to use national pay and conditions, and for this process to be led by the government rather than every trust enter into negotiations will save considerable time across the education system.

Leadership ranges need to reflect reality of changing leadership structures eg Heads of Schools, Exec Heads, CEOs, School Business Leaders

Some schools are saying they are finding ECTs expensive because of having to provide a dedicated tutor and mentor, in addition to induction having been extended to 2 years. We are not sure that all schools fully realize that funding is available for the longer induction period and for their mentors, but they will not receive it until the end of year 2.

If the pay awards (both teaching and support staff) are not fully funded, there are likely to be staff cuts – either via restructures or by not filling vacancies, and this will negatively impact on workload which is already a retention issue.

London

We have a particular challenge with Maintained Nursey budgets/affordability which were not given as an option in Q13, yet there is a requirement that they have qualified teaching staff, so the pay award will impact on them.

As an outer London Borough with a boarder to Inner London Boroughs pay differentials are an ongoing issue.

As a cost saving, we continue to see schools looking at replacing experienced, higher paid staff with less experienced and/or newly qualified staff. There are both pros and cons to this.

We are concerned about the significant financial burden to most special schools and the High Needs Block which is already forecasting significant overspend.

When looking at overall cost pressures on schools and the affordability of the pay award, rising energy costs must also be factored in.

South West

We would be very happy to share our reconciliation that we performed for the 1 x Form Entry School to show how the overall cost pressures and pay awards exceed the Supplementary Grant and present a real cost pressure to schools

West Midlands

The timing of this consultation is not helpful as it does not provide any opportunity to consult with schools regarding budgets, staff retention issues etc. Although in principle there is agreement with the £30k starting salary, indications are that other graduates within the private sector are also seeing increases. There could be an impact from narrowing the pay increases through the scales.

South West

It is impossible to gauge the impact on school budgets and staffing when there are significant variables including energy and the support staffing award. In a small school, the percentage decrease in budget available may be very challenging.

South West	<p>These are the responses received from schools: Why are we always having to fight our corner? There is no respect or understanding of/for the education sector, yet we are the ones who educate and help inspire the future generations to come! Times have changed and it is about time someone 'up above' actually understands the demands put upon all schools now, especially after a pandemic too!</p>
	<p>It is really important that schools receive this kind of decision making in advance of setting and approving budgets. We are expected to provide this data in a timely manner and should be the same from higher up. The other important matter in this is who can speak up for all schools and academies to ensure these types of decisions are fully funded.</p>
North West	<p>To avoid headteachers retiring early the headteachers pay scale needs to be reviewed. The calculation of ranges is too broad. Schools budgeted for a 2-3% pay award. Budget pressures will result in staffing cut backs which will impact on workloads and outcomes for children. This could be avoided by the government funding at least part of the pay award.</p>
London	<p>This pay award alongside that for support staff combined with the unprecedented increases in utility bills will place huge pressures on schools and their leaders. It is a real concern that the system is at risk of failing</p>
West Midlands	<p>The comments we received from schools reflect significant concerns remain in terms of teacher workload, which is likely to be further impacted if support staff roles are reduced due to budget pressures. Comments were also received as in previous years about the timing of the announcement and the ability to engage fully in consultation and plan budgets in our academy schools.</p>
Yorkshire & Humber	<p>Would welcome early settlement of pay awards to aid budgets and early implementations of staffing restructures if applicable.</p>
South West	<p>Schools will be in crisis if we do not have the financial support with energy bills and the proposed pay award. This information is always shared through the media, creating further challenges for school leaders.</p>
Yorkshire & Humber	<p>Locally, school budgets are being hit by a plethora of issues,</p> <ul style="list-style-type: none"> - demographic dip in numbers in some year groups, - movement of children in urban areas including refugees and asylum seekers, - SEND numbers are increasing significantly and the Green Paper does not indicate additional funding to support meeting needs earlier - energy costs rising at an increasing rate - higher cost of resources
	<p>. The % increase, whilst welcomed, is an additional pressure to already stretched school budgets</p>

Regarding Q8 – We do expect there to be an affordability gap although there are lots of uncertainties and variables making it difficult to attach a figure to. We believe the gap will not in any event be less than 3%.

South West

Regarding Q12 – Whilst our response is ‘yes’, we note that this question is in two parts. As to the question of ‘do we welcome this?’ (starting salary of £30k), the answer is ‘Yes’. However as to ‘will it aid future recruitment?’ our response would be ‘Don’t know’

Regarding Q14 – we do not do analysis of this sort hence it is difficult for us to answer this question

East of England

We have a significant number of small schools which will be significantly impacted by the Teacher pay recommendations.

London

Financial impact will easily be more than 5%. Probably 10% or more. Special schools and Nurseries will be most adversely impacted because they have a higher proportion of non teaching staff with pay award closer to 10%.

APPENDIX A:

SURVEY QUESTIONS

Q1-4 asked respondents for their name, local authority, email address for queries and region.

PAY AWARDS

Q5 This pay award for 2022 assumes an overall 5.4% increase to the teacher pay bill. How will your schools manage the cost of this pay award? Please answer with the majority of the schools you represent in mind.

Respondents were given three options (A-C – and if they chose C, they were instructed to go to Q6, those who answered A or B were instructed to proceed to Q8.

A: Schools budgeted for this scenario, so this is manageable
B: Making reasonable adjustments to existing budgets (without impacting curriculum/services/jobs)
C: Significant adjustments to budgets required, which may impact existing curriculum/Services/jobs
Left blank

Q6. Only those who chose C OPTION to Q5 RESPONDED TO THIS QUESTION

The outcome of these significant changes are likely to lead to....

Respondents were asked to choose the top 3 most significant

Restructuring of roles (too early to say which) within schools (Option 1)
Will result in reductions in administration staff (Option 2)
Reduction in teaching assistant roles (Option 3)
Will result in Teacher role reductions (Option 4)
Reduction in pastoral support staff roles (Option 5)
Reduction in curriculum offer to pupils (Option 6)
Reduction in out of hours service (e.g., breakfast/after school clubs) (Option 7)
Reduction in enrichment activities (Option 8)
Reduction in estate investment/IT/logistical budgets (Option 9)

Q7. Respondents were given the opportunity to add further information relating to Q6.

Q8. Bearing in mind the additional money given to schools this year, when you consider the impact of this teacher pay award, the potential support staff pay award, increase in energy costs etc – does that leave your schools with an affordability gap? If there is, please indicate what size you estimate it to be. (If no gap choose 9%).

0%
0.1-1%
1.1-2%
2.1-3%
3.1-4%
4.1-5%
5%+
Don't know
Left blank

Q9. Notwithstanding affordability challenges, will this higher than anticipated pay award for experienced teachers and leaders support between retention rates within schools.

Those who chose YES were told to proceed to Q10

Those who chose NO were told to proceed to Q11

Those who chose Don't Know were told to proceed to Q12

Yes
No
Don't Know
Left blank

Q10. If answer to Q9 is YES, please provide rationale. Please tick all that apply.

Staff will feel better valued
Helps with "cost of living" challenge
Important to reward following pandemic upheaval
Feels closer to local labour market salary growth

Q11. If your answer to Q9 is NO please provide rationale. Please tick all that apply.

Increase still not high enough
Workload is a more significant issue
Pupil behaviour is a more significant issue
Staff prefer a more equitable and equal award for all (regardless of level/grade)

Q12. This award takes significant steps towards the government objective of a starting salary for ECTs, of £30k, do you welcome this, and will it aid future recruitment?

Yes
No
Don't know
Left blank

IMPACT OF PAY AWARD

Q13. Within your area in your opinion, which type of schools are likely to have the biggest challenge (financially) in implementing this pay award?

Please rank the most negatively impacted with 1 being the most impacted

Primary schools
Secondary schools
Special schools
PRUs
Don't know
Left blank

Q14. Within your area in your opinion, which type of geographical area are likely to have the biggest challenge (financially) in implementing this pay award?

Please rank the most negatively impacted with 1 being the most impacted

Coastal towns
Rural schools
Inner City Provision
Other
Don't know
Left blank

LOOKING AHEAD

Q15. From an employer perspective what future changes would your local authority/schools want to see in the STPCD 23?

Choose the most important to your schools and choose all that apply.

Ability for Upper Range teachers to voluntarily move back to the Main Pay Range within the school they are currently working
Review of Upper Pay Range teacher responsibilities
Reduction of salary safeguarding from 3 years to 1 year in line with other sectors
Review salary sacrifice arrangements in the STPCD
Review of leadership ranges
Other

Q16. If respondents chose OTHER to Q15, they were provided with space to add.

Q17. Bearing in mind the Schools White Paper, do you support an ongoing national pay and conditions framework like the STPCD?

Yes
No
Don't know
Left blank

FURTHER INFORMATION

Q18. Respondents were provided with space to add any further information.

APPENDIX B – List of Respondents

Local Authority	Region
Bath and North East Somerset Council	South West
Blackburn with Darwen Borough Council	North West
Bournemouth, Christchurch and Poole Council	South West
Brighton & Hove City Council	South East
Calderdale Metropolitan Borough Council	Yorkshire and Humber
Cambridgeshire County Council	East of England
Cheshire West and Chester Council	North West
City of Wolverhampton Council	West Midlands
Cumbria County Council	North West
Derbyshire County Council	East Midlands
Devon County Council	South West
Dorset County Council	South West
Durham County Council	North East
East Sussex County Council	South East
Essex County Council	East of England
Gateshead Council	North East
Halton Borough Council	North West
Hampshire County Council	South East
Hartlepool Borough Council	North East
Herefordshire County Council	West Midlands
Kirklees Council	Yorkshire and Humber
Liverpool City Council	North West
London Borough of Croydon	London
London Borough of Ealing	London
London Borough of Enfield	London
London Borough of Hammersmith & Fulham	London
London Borough of Haringey	London
London Borough of Newham	London
London Borough of Waltham Forest	London
Luton Borough Council	East of England
Manchester City Council	North West
Newcastle City Council	North East
Norfolk County Council	East of England
North Somerset Council	South West
North Tyneside Council	North East
North Yorkshire County Council	Yorkshire and Humber
Northumberland County Council	North East
Nottingham City Council	East Midlands
Nottinghamshire County Council	East Midlands
Oxfordshire County Council	South East
Portsmouth City Council	South East
Reading Borough Council	South East
Rochdale Borough Council	North West
Rotherham Metropolitan Borough Council	Yorkshire and Humber
Royal Borough of Windsor and Maidenhead	South East
Sandwell Metropolitan Borough Council	West Midlands

Local Authority	Region
Sheffield City Council	Yorkshire and Humber
Solihull Metropolitan Borough Council	West Midlands
Somerset County Council	South West
Staffordshire County Council	West Midlands
Stockton on Tees Borough Council	North East
Surrey County Council	South East
Telford & Wrekin Council	West Midlands
Trafford Council	North West
Wakefield Council	Yorkshire and Humberside
Warrington Borough Council	North West
Warwickshire County Council	West Midlands
West Berkshire Council	South East
West Sussex County Council	South East
Wigan Council	North West
Wiltshire Council	South West
Wirral Council	North West
Wokingham Borough Council	South East
Worcestershire County Council	West Midlands

TEACHERS' PAY - DRAFT STPCD 2022 AND THE GOVERNMENTS RESPONSE TO THE STRB'S 32ND REPORT

SURVEY CONDUCTED ONLINE

DEADLINE: 5 September 2022

RESPONSES:

1 response was allowed per Trust/Employer

BACKGROUND:

Following publication of the STRB's 32nd report and the Government's response, stakeholders were asked for their views, to inform the response of the national employers (NEOST).

The 2022 recommendations for teachers pay are as follows:

- A 5% increase to all pay and allowance ranges and advisory points, with higher increases to some parts of the Main Pay Range as a step towards achieving a minimum starting salary of £30,000 by September 2023. Full details are set out in the STRB's report.

QUESTIONS:

A full set of questions asked can be found in **APPENDIX A**

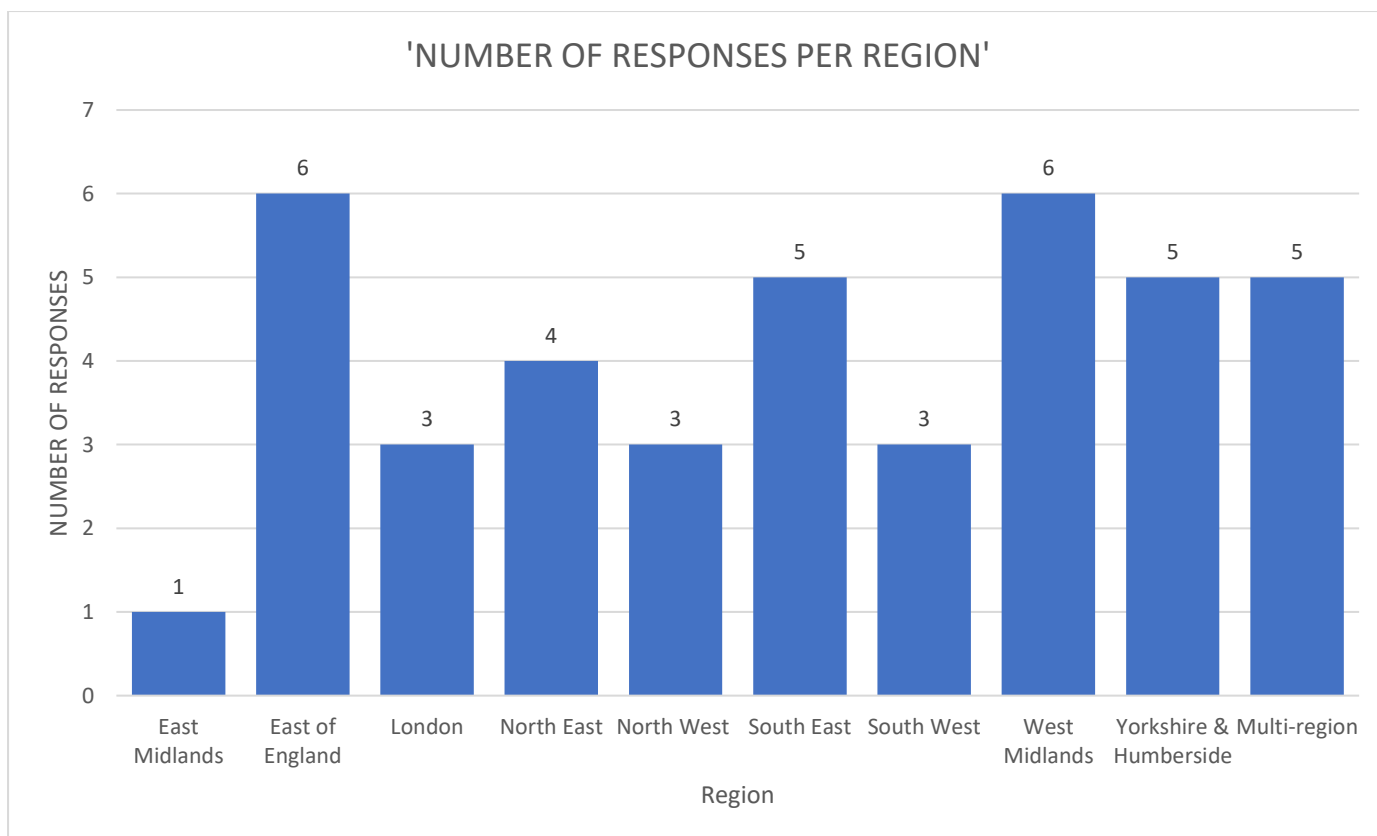
TOTAL NUMBER OF RESPONSES TAKEN INTO CONSIDERATION: **41**

LIST OF RESPONDING TRUST/EMPLOYERS: can be found in **APPENDIX C**

Q1-4 asked respondents for their name, their Trust/Employer, email address for queries and region.

The regional responses were:

REGION	NUMBER OF RESPONSES	RESPONSE RATE PER REGION (%)
East of England	1	2%
East Midlands	6	15%
London	3	7%
North East	4	10%
North West	3	7%
South East	5	12%
South West	3	7%
West Midlands	6	15%
Yorkshire & Humberside	5	12%
Multi-region	5	12%
Total	41	



RESPONSES (starting from Q5-18):

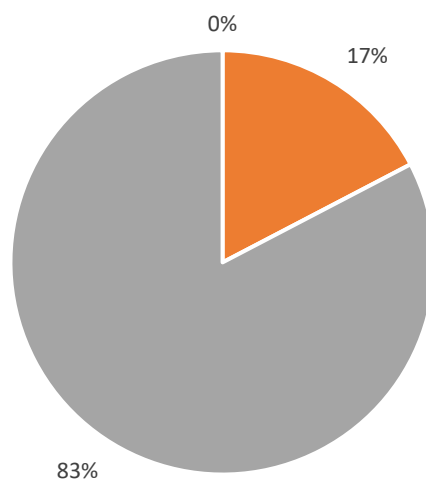
PAY AWARDS

Q5 This pay award for 2022 assumes an overall 5.4% increase to the teacher pay bill. How will your schools manage the cost of this pay award? Please answer with the majority of the schools you represent in mind.

Respondents were given three options (A-C, if they chose C, they were instructed to go to Q6, those who answered A or B were instructed to proceed to Q8.

A: Schools budgeted for this scenario, so this is manageable	0 responses (0%)
B: Making reasonable adjustments to existing budgets (without impacting curriculum/services/jobs)	7 responses (17%)
C: Significant adjustments to budgets required, which may impact existing curriculum/Services/jobs	34 responses (83%)

This pay award for 2022 assumes an overall 5.4% increase to the teacher pay bill. How will your schools manage the cost of this pay award?



- Schools budgeted for this scenario
- Reasonable adjustments to existing budgets
- Significant adjustments to budgets required

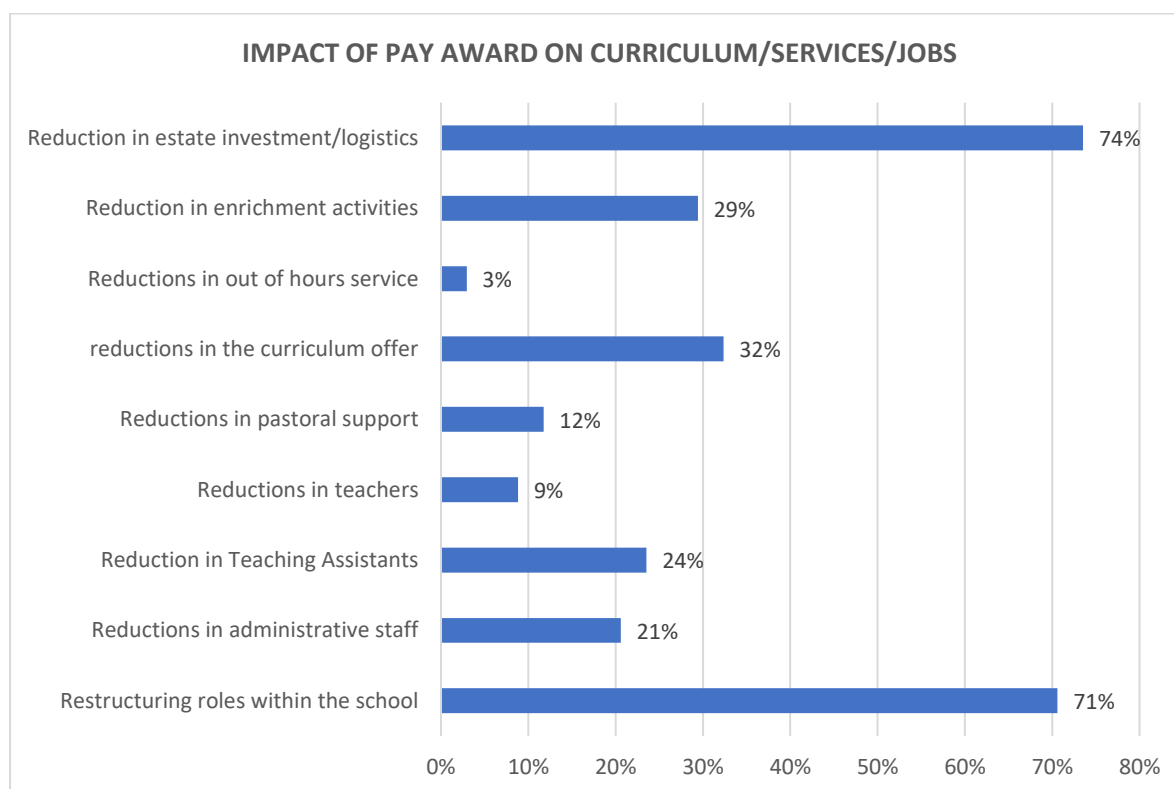
Q6. Only those who chose C OPTION to Q5 RESPONDED TO THIS QUESTION

The outcome of these significant changes are likely to lead to...

Respondents were asked to choose the top 3 most significant.

There were 34 responses to this question.

Restructuring of roles (too early to say which) within schools (Option 1)	24 chose this option (71%)
Will result in reductions in administration staff (Option 2)	7 chose this option (21%)
Reduction in teaching assistant roles (Option 3)	8 chose this option (24%)
Will result in Teacher role reductions (Option 4)	3 chose this option (9%)
Reduction in pastoral support staff roles (Option 5)	4 chose this option (12%)
Reduction in curriculum offer to pupils (Option 6)	11 chose this option (32%)
Reduction in out of hours service (e.g., breakfast/after school clubs) (Option 7)	1 chose this option (3%)
Reduction in enrichment activities (Option 8)	10 chose this option (29%)
Reduction in estate investment/IT/logistical budgets (Option 9)	25 chose this option (74%)



Q7. Respondents were given the opportunity to add further information relating to Q6.

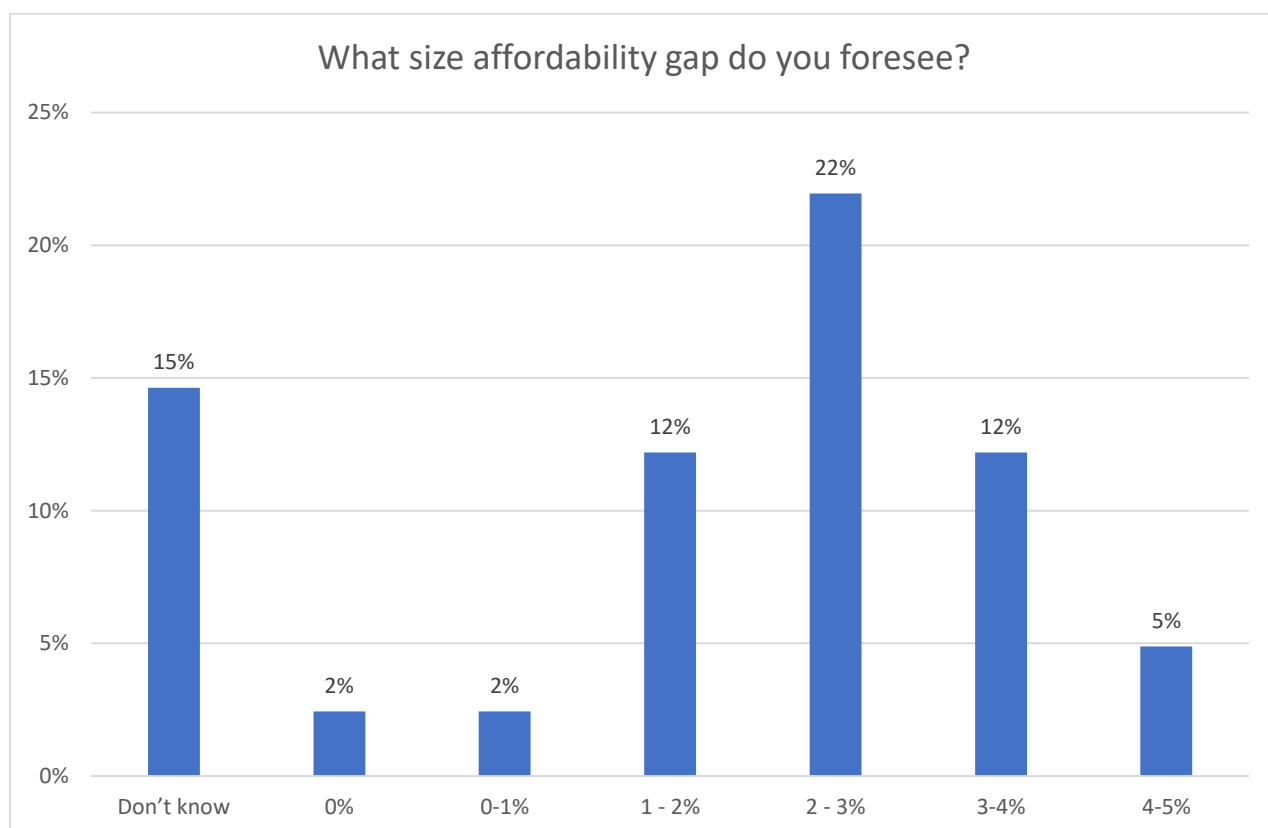
Region	If you have anything else you wish to add in relation to Question 6 above, please add here
East Midlands	This unfunded award, plus the support staff employers offer to TUs - if also unfunded - will have a significant impact on in year budget for 2022/23 and will severely curtail any investment in buildings, ICT, curriculum, improving energy efficiency etc If the lack of funding support continues into 2023/24 then staffing restructures and redundancies will have to be made.
South West	Although we had not budgeted the full increase in our budget for the teachers' pay increase, we would have been able to manage for 1 year. However, the support staff pay increase announced just after this has now created a severe impact on our budget for 2022-23 which will only be compounded by the revaluation of the LGPS with new employer contribution rates (as yet unknown) due to be implemented from 1/4/23.
West Midlands	Too early to say and will need to be taken in conjunction with the support staff pay award and rising energy prices. We also need to rethink assumptions for future years so as not to be caught out again.
East Midlands	This years' pay award, whilst not budgeted for can be funded by using Trust reserves. This will have a significant impact on our reserves and can't continue beyond year 1. Spiralling other costs are also creating significant pressures on the budget for 2022/23. We will need to look at restructuring across the Board for 23/24 if no further funding is available with a significant impact on teaching and learning capabilities.
South West	From a funding perspective the teacher pay proposal needs to be considered along with the support staff proposal (c8%), general inflation and energy costs (100%+)
South East	We worked really hard getting all our Schools balanced in line with The Academy Trust Handbook requirements, budgets were signed off by the Trust Board and the BFR submitted. Without losing a number of staff the only other option is to use Reserves for one year, this will impact on estate investment and other educational improvements in our Schools.
South West	We anticipate the staffing costs associated with the unexpected increase we had not budgeted for to be £1.7m (£0.5m teachers and £1.2m support staff). On top of additional utility costs in excess of £1m. Trust reserves will be halved in one year.
West Midlands	Academies had to submit their 1-year budget (2022/23) and 2 year forecast ("BFR03Y") to the ESFA by 26th July 2022. The budget had been approved by its Board of Trustees prior to ESFA submission. To achieve the ESFA submission date, most academies budget and 2-year forecast will have been prepared and approved by the board of trustees by late June / early July. The budgeting process is a complex process and takes at least 4 months' work and many iterations prior to approval - this includes curriculum design and amendments and then staffing the curriculum needs. Decisions on Teacher appointments for the 1st September 2022 will have been made prior to the budget being approved due to appointments taking at least 3 months to conclude. We utilized ASCL budget assumptions for the preparation of its budget. We therefore budgeted a tapered 8.7% down to 3% pay award across the teaching scales. The late announcement of the revised teacher pay award and the comments from the DfE that the increase in salary award is covered by an increase in per pupil funding is naive and completely unrealistic as schools will have already set their budgets / designed their curriculum based on the recommended pay ward at the time and also

	appointed their staff in readiness for the 1st September 2022 start to the academic year
East of England	Our response is likely to differ on a school-by-school basis, taking opportunities where they present to reduce costs. There is likely to be an underspend from 2021/22 which will support the savings needed in 2022/23 but clearly this won't support the ongoing costs,
North East	The cumulative effect of associate staff pay rises, inflation, energy price rises as well as teacher pay is unmanageable within current income settlement from DfE
South East	Awaiting to see if Government will provide more funding
North East	Complete review of whole budget required yet again as pay award is higher than that originally indicated
South East	This is the combination of the 3 significant increases that make it unaffordable (8.5% average on support staff and energy prices doubled since mid-June)
Yorkshire & Humberside	<p>All of the boxes above could be ticked in respect of the impact of the pay awards and lack of funding to support these.</p> <p>As a Trust we submitted a balanced budget to the ESFA just before the summer break. The subsequent announcement of the pay awards has added an additional £700k of unfunded costs (£330k for teachers and £370k for support staff) resulting in all of our schools now setting a deficit budget. On top of this the Trust is managing the impact of rising energy costs which has already seen a 150% increase alone before any future price cap increases or existing energy contracts come to an end.</p> <p>The Trust is now projecting an in-year deficit of £845K for 2022/23 and a projected overall deficit of £3.9m by 2025. Having worked very hard over the last few years to create a healthy financial position for the Trust, we will now be faced with using all of our reserves and having no option but to reduce services to avoid a deficit position.</p> <p>This will leave our Trust very vulnerable financially and will have a significant impact on the delivery of services to our children and young people.</p>
East Midlands	The above assumes there is no additional General Annual Grant funding to support this increase and additional inflationary cost pressures schools are seeing (e.g. energy, catering costs).
Yorkshire & Humberside	It was the increase from 3% to 5% for Leaders and those on UPR that we need to cover within our budgets as all other costs were accounted
Yorkshire & Humberside	<p>The impact across the 15 schools in our Trust does differ, but many school's budgets will be severely impacted by teachers pay increases plus support staff pay increases and energy prices significantly increasing.</p> <p>As a Trust we have maximised cost savings and adopted many economies of scale in recent years so only leaves us looking at restructuring roles to further reduce costs. Many of our schools will find this difficult to implement in the short term and will not see immediate financial impacts.</p> <p>Many of our schools do have reserves and we do as a Trust but we had strategic plans for these such as investing in infrastructure, learning impacts post covid etc.</p> <p>The answer to question 8 varies across our schools so have selected don't know.</p>

Multi-region	Without additional funding, the reserves of the Trust will be depleted, and the investment required to support our children in their development/learning journey and recovery of their education impacted by the pandemic will be removed.
West Midlands	The impact of the uncertainty itself on strategic planning, staffing and curriculum

Q8 Bearing in mind the additional money given to schools this year, when you consider the impact of this teacher pay award, the potential support staff pay award, increase in energy costs etc – does that leave your schools with an affordability gap? If there is, please indicate what size you estimate it to be. (If no gap choose 0%).

0%	1 response (2%)
0.1-1%	1 response (2%)
1.1-2%	5 responses (12%)
2.1-3%	9 responses (22%)
3.1-4%	5 responses (12%)
4.1-5%	2 responses (5%)
5%+	12 responses (29%)
Don't know	6 responses (15%)



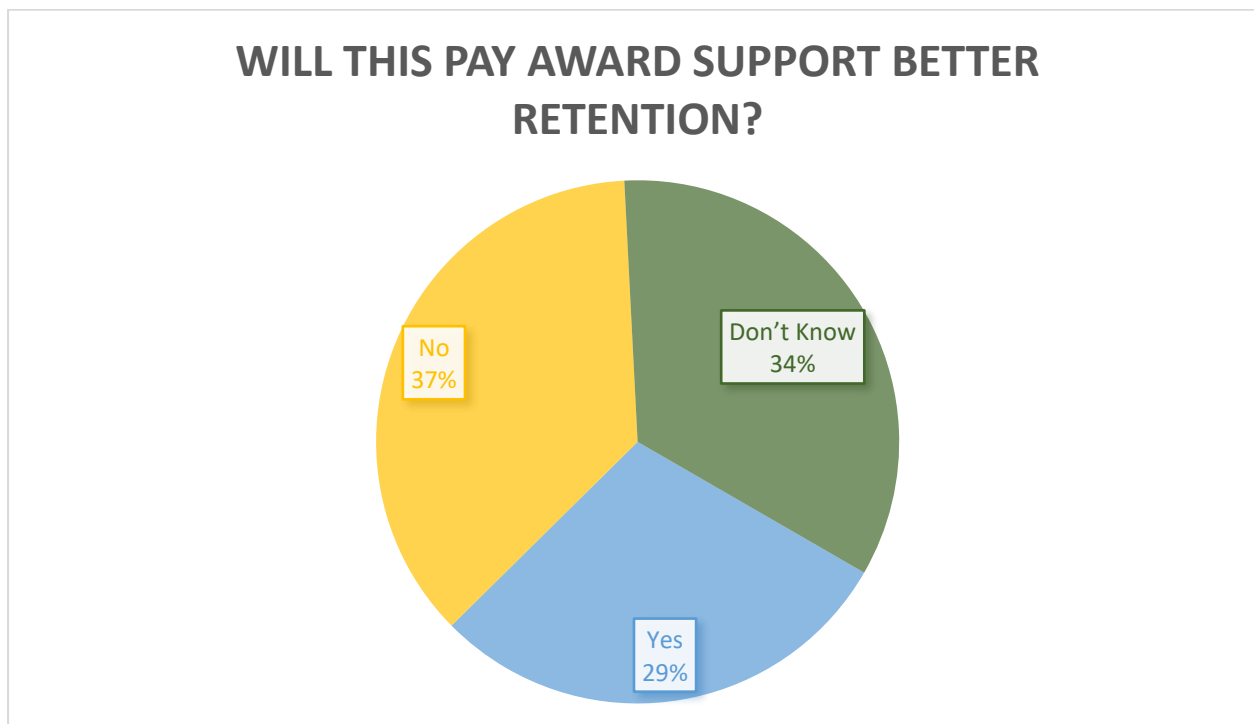
Q9. Notwithstanding affordability challenges, will this higher than anticipated pay award for experienced teachers and leaders support retention rates within schools?

Those who chose YES were told to proceed to Q10

Those who chose NO were told to proceed to Q11

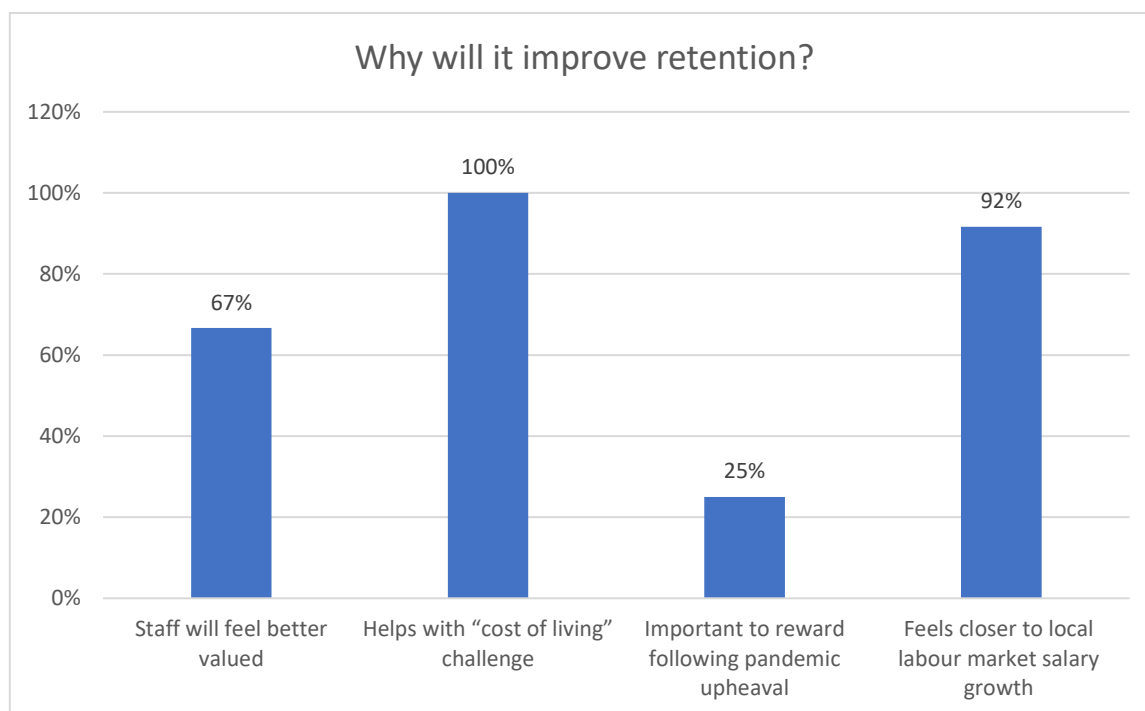
Those who chose Don't Know were told to proceed to Q12

Yes	12 responses (29%)
No	15 responses (37%)
Don't Know	14 responses (34%)



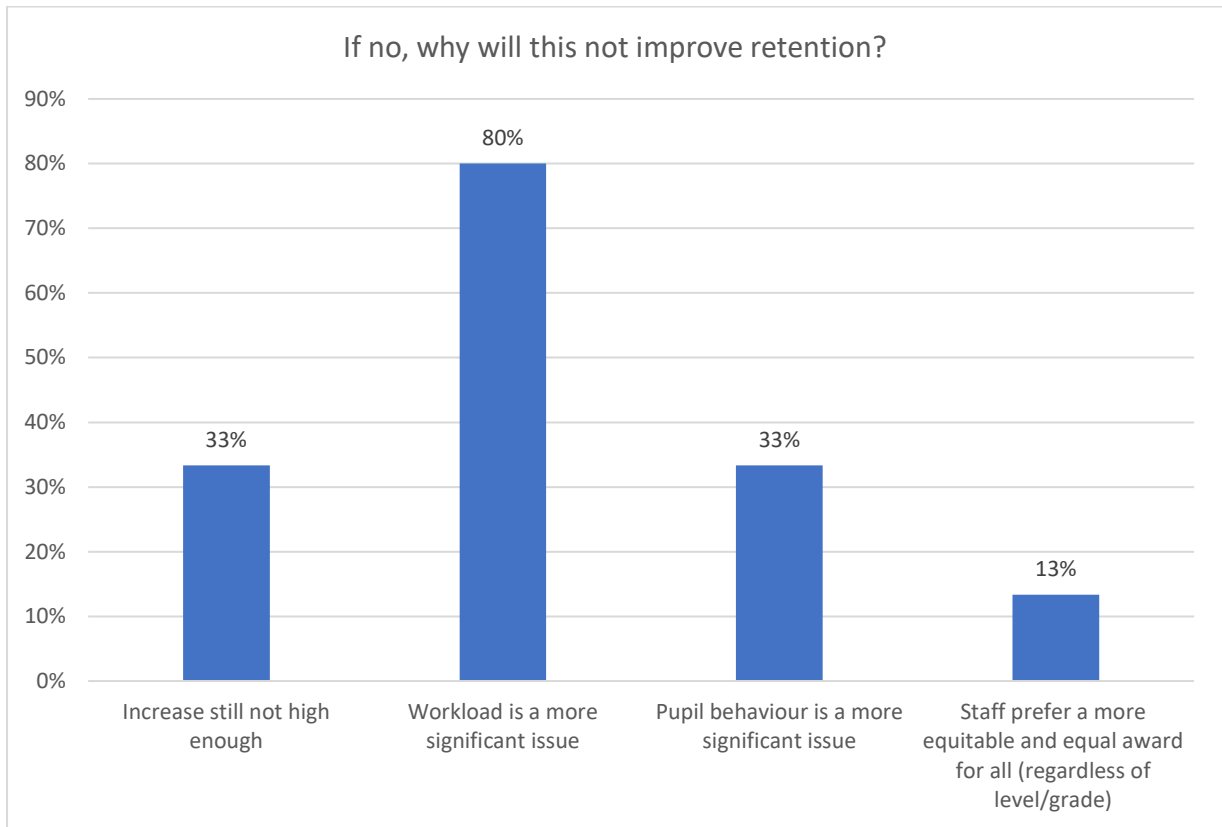
Q10. If answer to Q9 is YES, please provide rationale. Please tick all that apply.

Staff will feel better valued	8 responses (67%)
Helps with "cost of living" challenge	12 responses (100%)
Important to reward following pandemic upheaval	3 responses (25%)
Feels closer to local labour market salary growth	11 responses (93%)



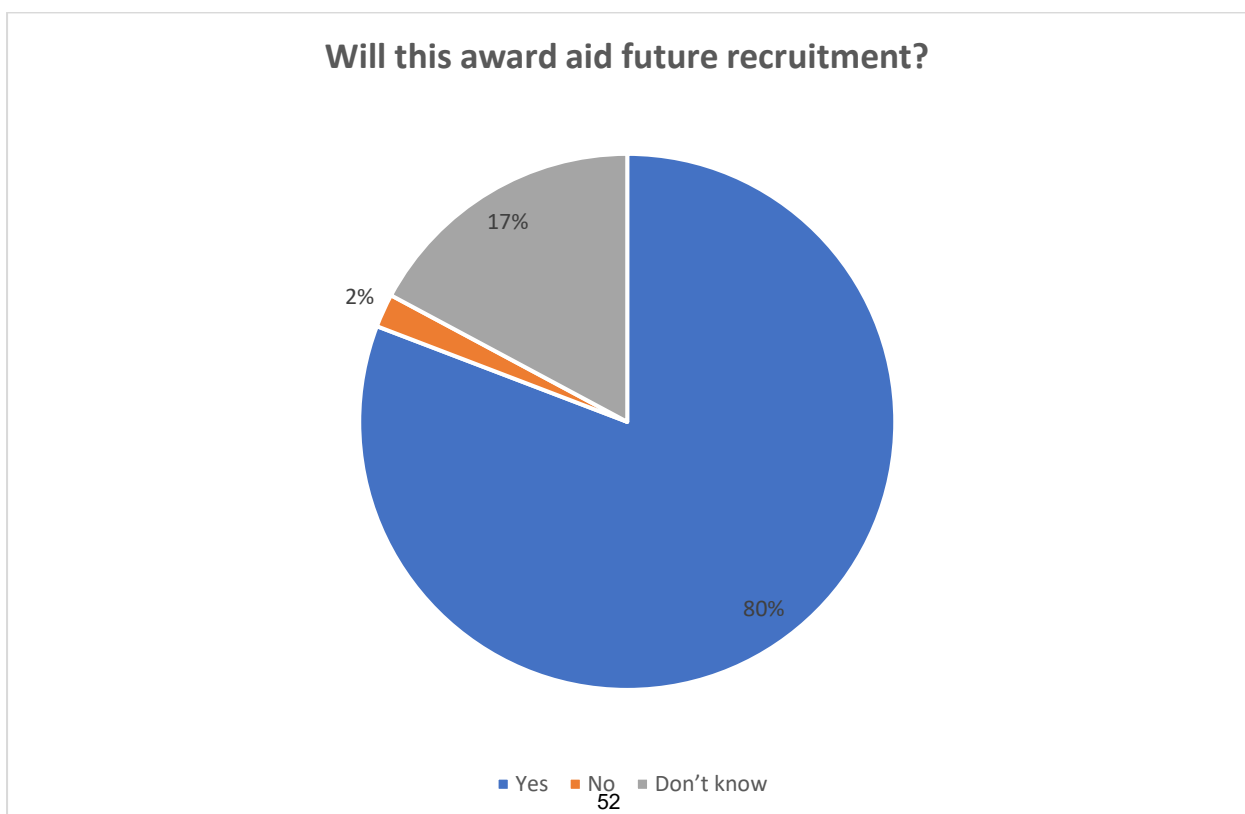
Q11. If your answer to Q9 is NO, please provide rationale. Please tick all that apply.

Increase still not high enough	5 responses (33%)
Workload is a more significant issue	12 responses (80%)
Pupil behaviour is a more significant issue	5 responses (33%)
Staff prefer a more equitable and equal award for all (regardless of level/grade)	2 responses (13%)



Q12. This award takes significant steps towards the government objective of a starting salary for ECTs, of £30k, do you welcome this, and will it aid future recruitment?

Yes	33 responses (80%)
No	1 response (2%)
Don't know	7 responses (17%)



IMPACT OF PAY AWARD

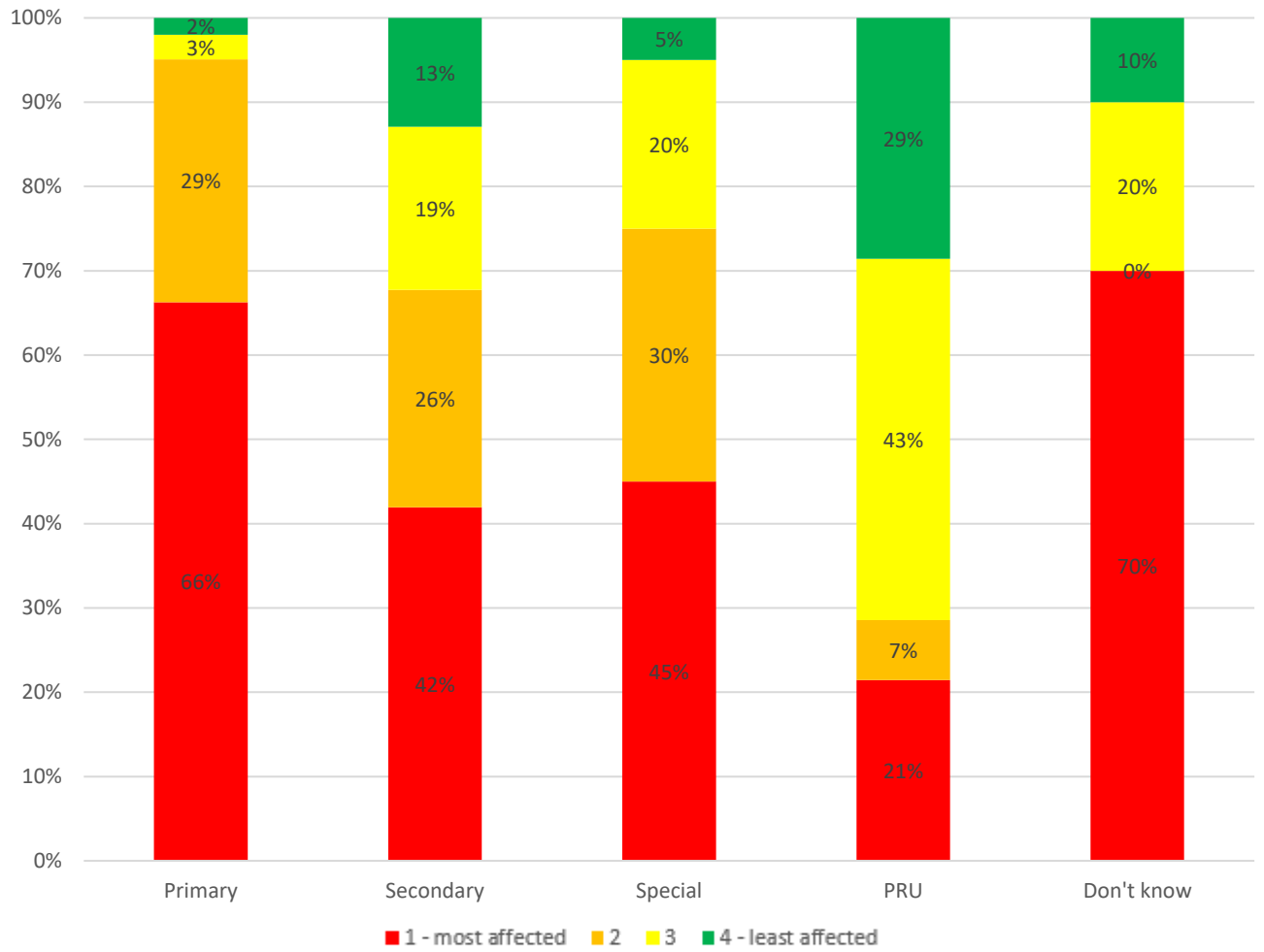
Q13. Within your area in your opinion, which type of schools are likely to have the biggest challenge (financially) in implementing this pay award?

Please rank the most negatively impacted with 1 being the most impacted

	1	2	3	4	5
Primary schools	23 responses (51%)	10 responses (29%)	1 response (2%)	0 responses (0%)	1 response (2%)
Secondary schools	13 responses (42%)	8 responses (26%)	6 responses (19%)	4 responses (13%)	0 responses (0%)
Special schools	9 responses (45%)	6 responses (30%)	4 responses (20%)	0 responses (0%)	1 response (5%)
PRUs	3 responses (21%)	1 response (7%)	6 responses (43%)	4 responses (29%)	0 responses (0%)
Don't know	7 responses (70%)	0 response (0%)	2 responses (20%)	0 responses (0%)	1 response (10%)

What schools are likely to have the biggest challenge?

What schools are likely to have the biggest challenge

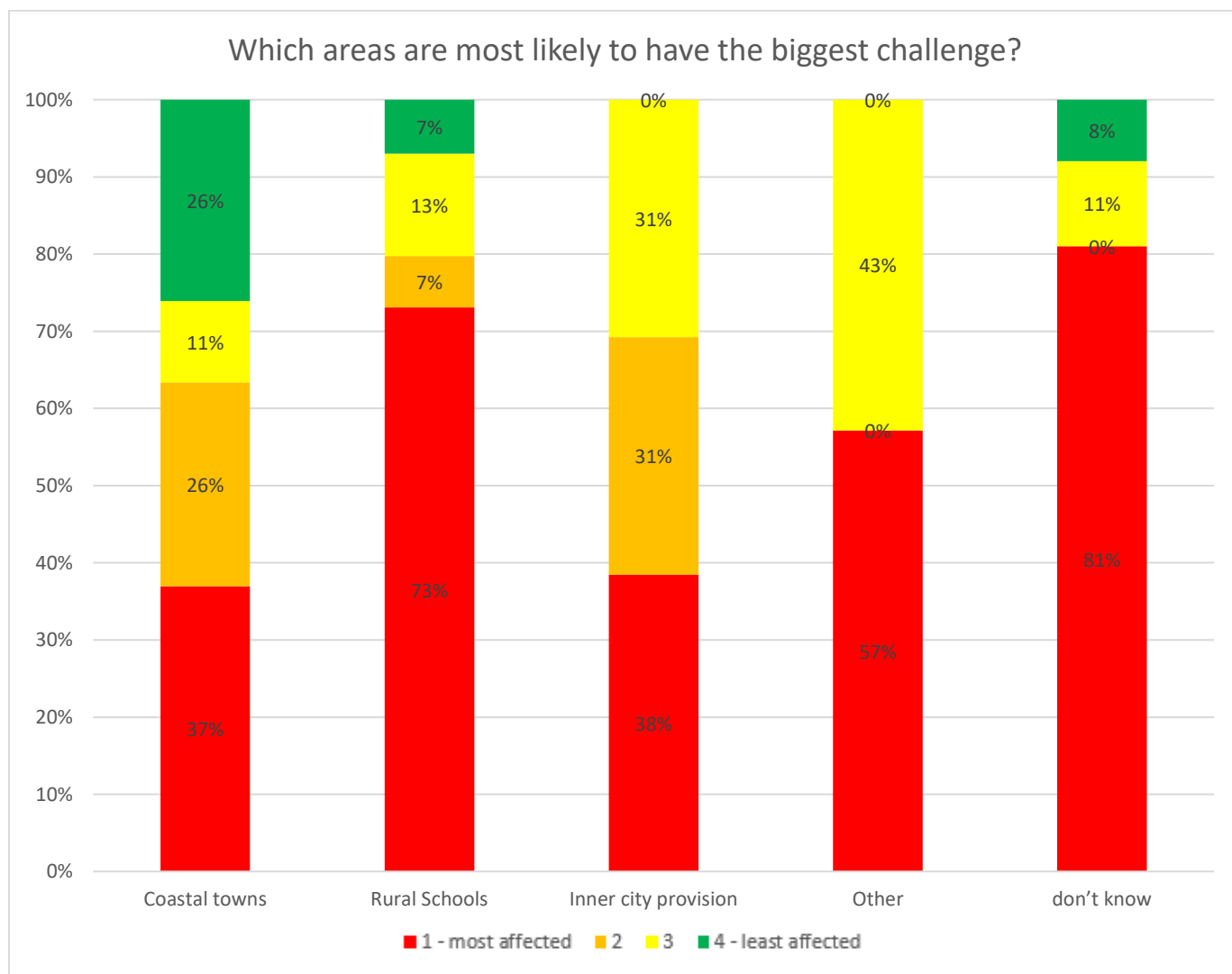


Q14. Within your area in your opinion, which type of geographical area are likely to have the biggest challenge (financially) in implementing this pay award?

Please rank the most negatively impacted with 1 being the most impacted

	1	2	3	4	5
Coastal towns	7 responses (37%)	5 responses (26%)	2 responses (11%)	0 responses (0%)	5 responses (26%)
Rural schools	11 responses (73%)	1 responses (7%)	2 responses (13%)	0 responses (0%)	1 responses (7%)
Inner City Provision	5 responses (38%)	4 responses (31%)	4 responses (31%)	0 responses (0%)	0 responses (0%)
Other	4 responses (57%)	0 responses (0%)	3 responses (43%)	0 responses (0%)	0 responses (0%)
Don't know	22 responses (81%)	0 responses (0%)	3 responses (11%)	1 responses (4%)	1 responses (4%)

Which areas are most likely to have the biggest challenge?



LOOKING AHEAD

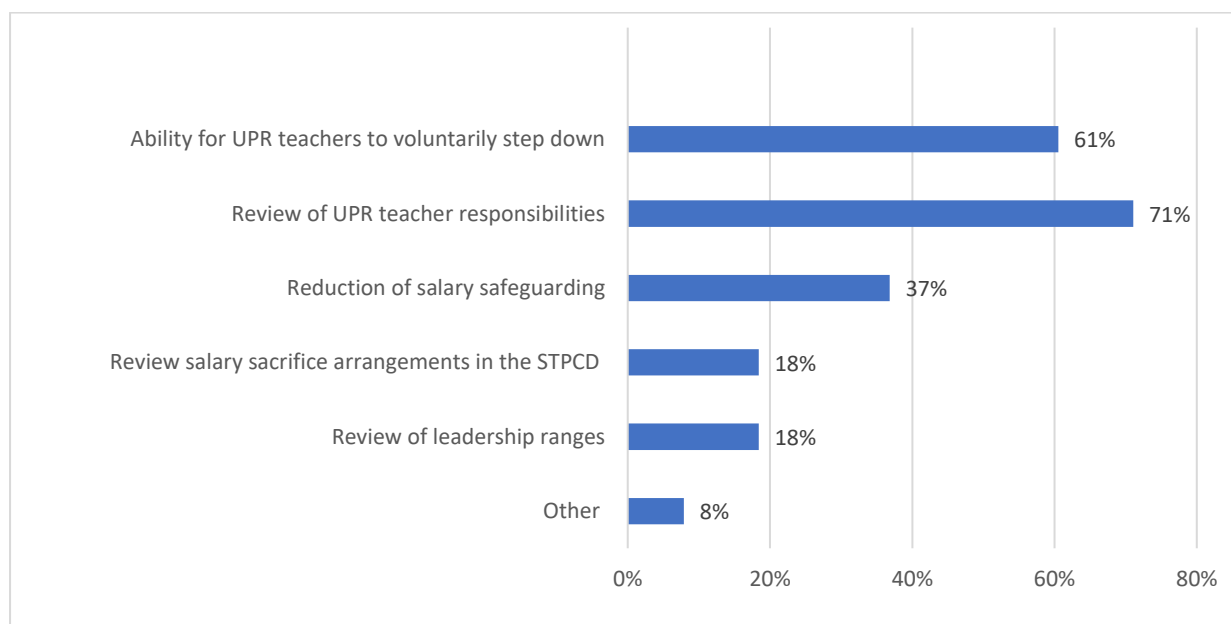
Q15. From an employer perspective what future changes would your local authority/schools want to see in the STPCD 23?

Choose the most important to your schools and choose all that apply.

There were 38 responses in total

Ability for Upper Range teachers to voluntarily move back to the Main Pay Range within the school they are currently working	23 responses (61%)
Review of Upper Pay Range teacher responsibilities	27 responses (71%)
Reduction of salary safeguarding from 3 years to 1 year in line with other sectors	14 responses (37%)
Review salary sacrifice arrangements in the STPCD	7 responses (18%)
Review of leadership ranges	7 responses (18%)
Other	3 responses (8%)

What changes would you like to see in the STCPD?

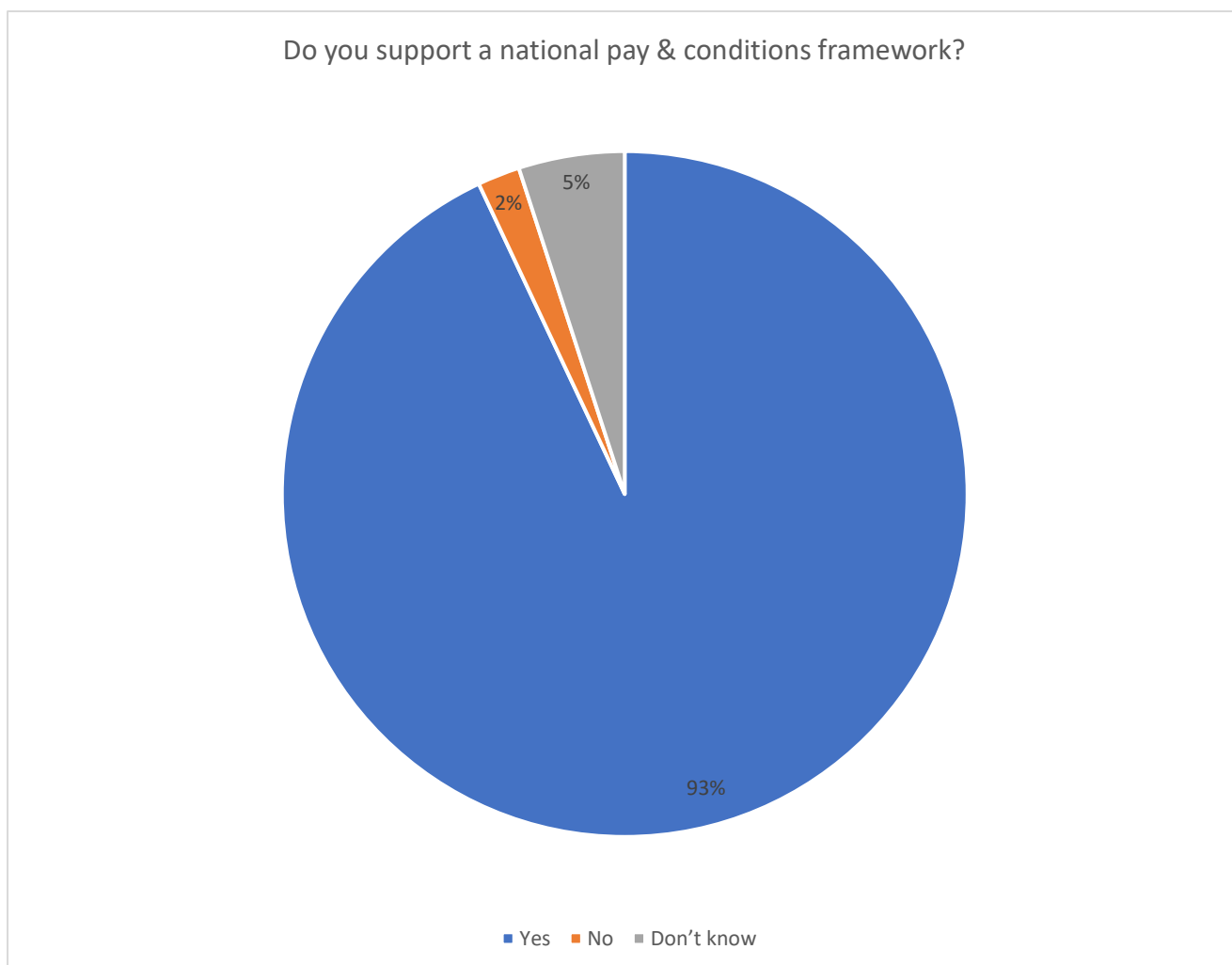


Q16. If respondents chose OTHER to Q15, they were provided with space to add.

Region	If you responded "OTHER" to the question above, please specify here.
East Midlands	Consideration of how exceptional teachers are rewarded – mirroring the higher salaries for leadership career paths. Many schools consider some teachers ‘too expensive’ which then impacts on the ability for mentoring and coaching and teaching excellence as it reduces the overall capability.
North West	Fully funded pay increases
South West	The ability to re-trigger sickness absence allowance - would like to see a move to a rolling year arrangement as for support staff
South East	Not resetting each April but working on a rolling 12 months as per Green Book
Yorkshire & Humberside	TLR3 - should be pro-rata: We have fixed amounts for these allowances to ensure fairness in allocation however a full-time employee is receiving the same payment as someone who may only perform the responsibility for one day. Part-time guidance: More flexibility around working, parents evenings etc. which do not fall on normal timetabled days. These are known at the beginning of each year therefore it should be possible to expect and plan for them.
Yorkshire & Humberside	Salary safeguarding to reduce from 3 to 2 years to be in line with Support staff. Sickness review required and Shared Parental Leave review
South East	Sick Pay

Q17. Bearing in mind the Schools White Paper, do you support an ongoing national pay and conditions framework like the STPCD?

Yes	38 responses (95%)
No	1 responses (0%)
Don't know	2 response (2%)



FURTHER INFORMATION

Q18. Respondents were provided with space to add any further information.

Region	FURTHER INFORMATION: Is there any other data, or comments you wish to share
South West	It is important to have nationally recognised pay rates for teaching staff as this reduces discrimination across the sector and stops those organisations that have a lot of (public) money from pricing others out of the market. Primary schools are always disproportionately affected by any unforeseen pay increases as their budgets are not able to absorb many changes.
East Midlands	<p>ANY FURTHER INCREASES IN PAY MUST COME WITH ADDITIONAL FUNDING.</p> <p>CONSIDERATION MUST BE MADE TO THOSE SCHOOLS IN LAS WHERE THE COST-OF-LIVING FUNDING INCREASE WAS LOWER THAN THE PAY AWARD INCREASE IN 2022/23 ie NORTH NORTHAMPTONSHIRE</p> <p>The Pay also does not reflect clearly enough the more challenging schools in terms of intake and where often you might like the very best teachers to be focused.</p> <p>Retention is key and basic in itself simply does not address the complexities in this area. More creative work is required across the sector to address these challenges and more funding for CPD.</p>
South West	Pension reform which reduces employer contributions could free up funds to address the current challenges within the current funding envelope.
Yorkshire & Humberside	Earlier communication and notification of potential pay awards to allow for accurate budgeting
South West	These increases are completely unfunded and unmanageable, particularly given the rise in utility costs and other financial pressures.
North East	Current predictions indicate a shortfall of £165,000 on pay bill alone. Government needs to fully fund these pay awards. In addition, our Trust's utility services contract ends in April 2023, after which a new contract will need to be negotiated. The Trust has grave concerns over its ability to afford the increased costs for its utility services (gas and electric) on top of the above additional costs for the pay award despite very careful budgeting. This cannot go on.
North East	<p>The pay award is the worst of all worlds, as the additional unfunded costs above what we had budgeted for in relation to UPS and Leadership are £200k for our trust, while the award for teachers is insufficient to help them meet rising costs. To add these costs after we had set and submitted a balanced budget with a small surplus is an insult. Trusts have meetings arranged a year in advance to set and scrutinise budgets. When we receive additional unfunded costs right at the end of term, we simply can't call in trustees and staff to reset the budget during the summer holiday, so the Government must review the timeline for pay decisions so that trusts can budget properly. In the meantime, they need to give trusts the additional unfunded costs.</p> <p>In context, along with the support staff pay increase and the energy cost increases we are now looking at an additional £750k of costs since we started work on the budget. That's very significant even with an £18 million budget. As a trust with a high level of disadvantage (40% to 60% FSM in almost all schools) our funding has grown much more slowly in</p>

	recent years compared to schools with more affluent catchments, adding to the difficult in setting a balanced budget without compromising our educational provision.
London	Concerns over the double impact of both the Teaching and Support staff awards on top of potential adjustments from the Brazel decision and McCloud judgement- schools and academies pay in significant amounts to Local Pension Scheme arrangements which they have no control over the quality and transparency of investments but are now having to pay for shortfall and gaps due to historic decisions.
Multi-region	To agree a 5% pay increase for Teachers without the means to make it affordable for schools that have already set budgets, gets everyone's hopes up. This pay award also needs to be agreed year on year and not just for this year.
South East	The support staff pay award compounds the impact/potential financial implications as do current cost of living increases (eg energy)

APPENDIX C – List of Respondents

Trust/Employer
The de Ferrers Trust
Esteem Multi-Academy Trust
The Olympus Academy Trust
Community Academies Trust
The Grey Coat Hospital
Archway Learning Trust
King Edward VI Academy Trust
Academy Transformation Trust
Anthem Schools Trust
Brooke Weston Trust
Wimborne Academy Trust
Laurus Trust
Elm Tree Multi Academy Trust
Trinity Multi Academy Trust
Danes Educational Trust
Westcountry Schools Trust
Myton School Trust
Lime Trust
Anglian Learning
Our Lady of Lourdes Catholic Multi-Academy Trust
Great Academies Education Trust
The Three Rivers Learning Trust
Acer Trust
Hummersknott Academy Trust
Ad Astra Academy Trust
Northumberland C of E Academy Trust
River Learning Trust
The Pennine Trust
Trust
Minerva Learning Trust
The Douay Martyrs Catholic Secondary School
Hatton Academies Trust
Delta Academies Trust
Bradgate Education Partnership
Creative Education Trust
GLF Schools
The Diocese of Sheffield Academies Trust
Orchard Hill College & Academy Trust
THE HARMONY TRUST
University of Brighton Academies Trust
The Diocese of Coventry Multi Academy Trust

LOCAL AUTHORITY AND TRUST/EMPLOYER COMBINED RESPONSES (starting from Q5-18):

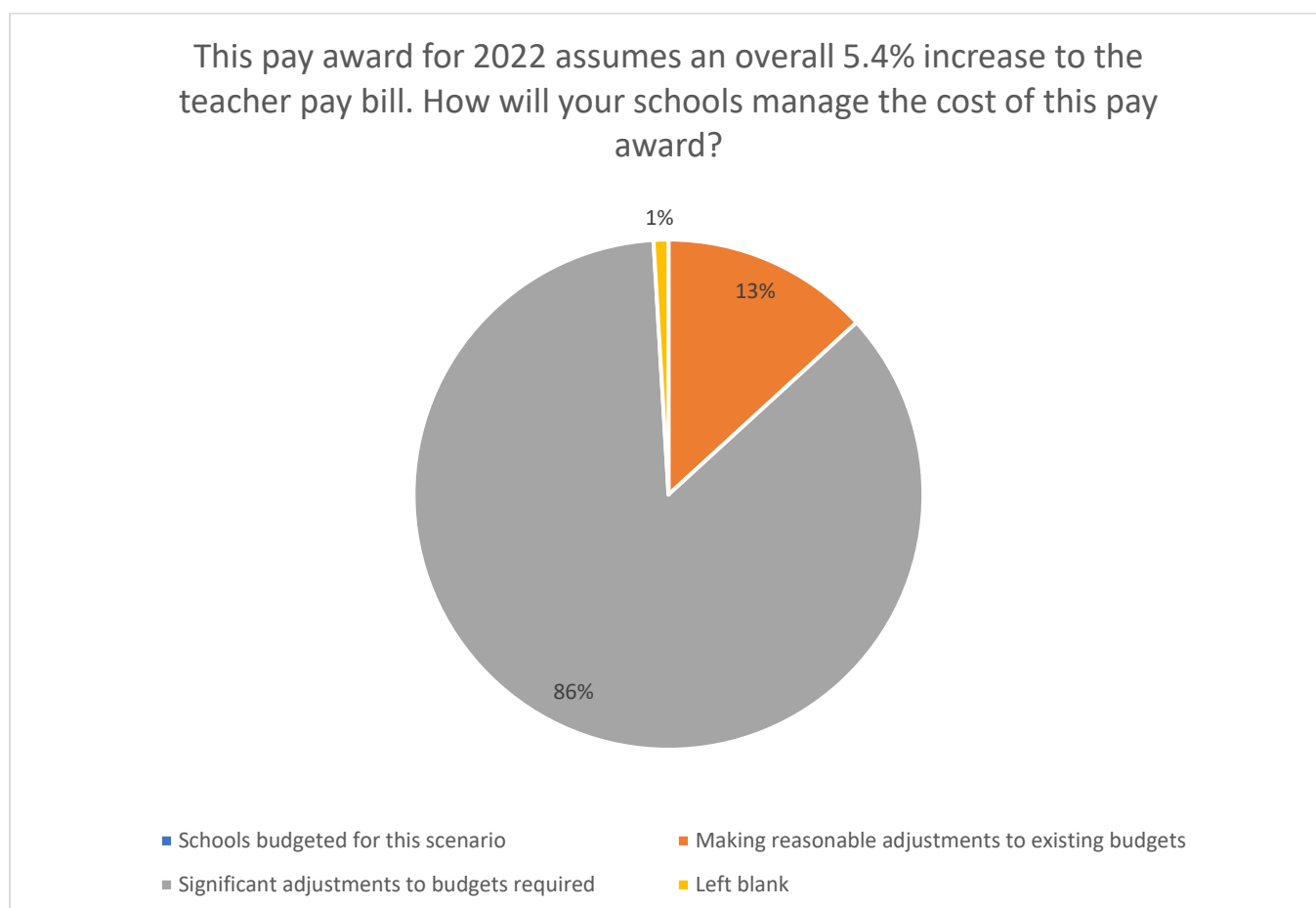
TOTAL NUMBER OF RESPONSES TAKEN INTO CONSIDERATION: 106

PAY AWARDS

Q5 This pay award for 2022 assumes an overall 5.4% increase to the teacher pay bill. How will your schools manage the cost of this pay award? Please answer with the majority of the schools you represent in mind.

Respondents were given three options (A-C, if they chose C, they were instructed to go to Q6, those who answered A or B were instructed to proceed to Q8.

A: Schools budgeted for this scenario, so this is manageable	0 responses (0%)
B: Making reasonable adjustments to existing budgets (without impacting curriculum/services/jobs)	14 responses (13%)
C: Significant adjustments to budgets required, which may impact existing curriculum/Services/jobs	91 responses (86%)
Left blank	1 response (1%)



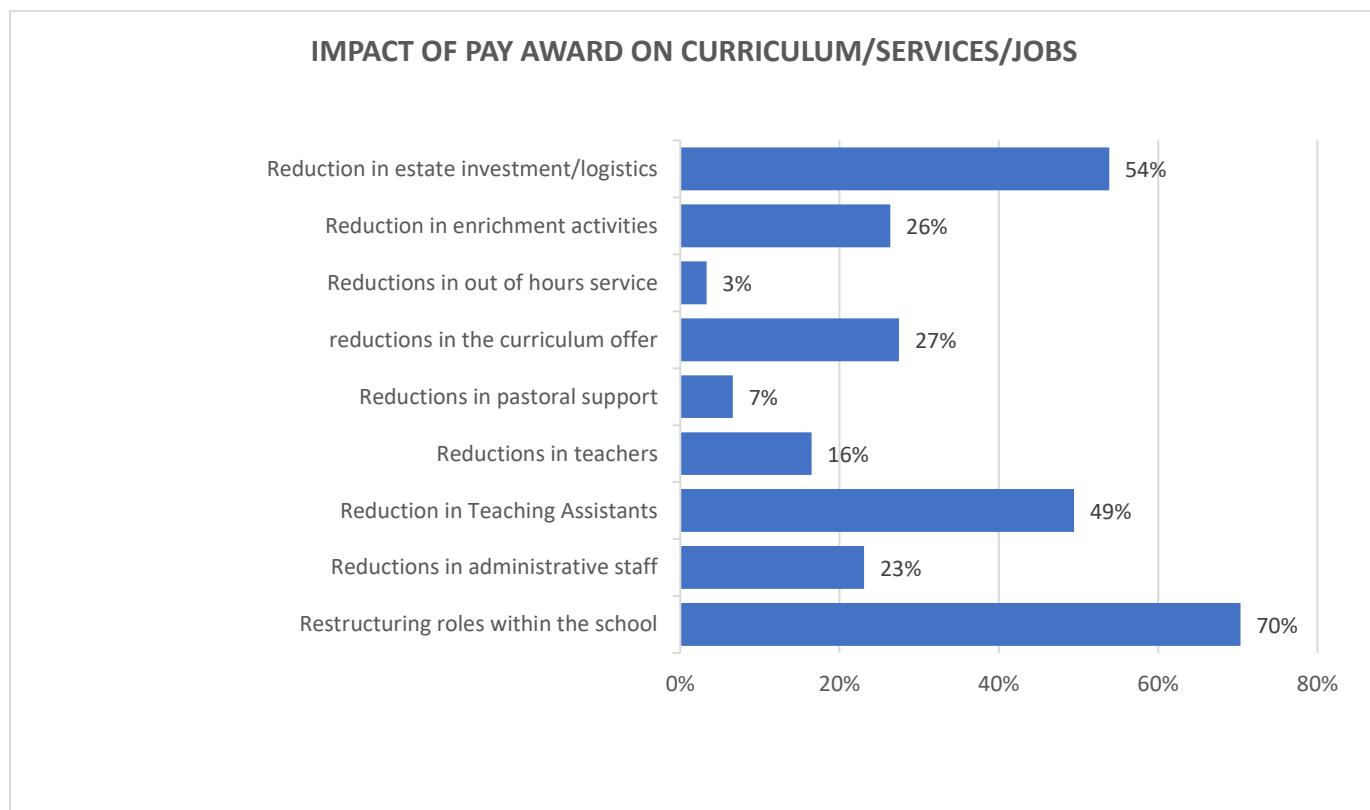
Q6. Only those who chose C OPTION to Q5 RESPONDED TO THIS QUESTION

The outcome of these significant changes are likely to lead to...

Respondents were asked to choose the top 3 most significant.

There were 91 responses to this question.

Restructuring of roles (too early to say which) within schools (Option 1)	64 chose this option (70%)
Will result in reductions in administration staff (Option 2)	21 chose this option (23%)
Reduction in teaching assistant roles (Option 3)	45 chose this option (49%)
Will result in Teacher role reductions (Option 4)	15 chose this option (15%)
Reduction in pastoral support staff roles (Option 5)	6 chose this option (6%)
Reduction in curriculum offer to pupils (Option 6)	25 chose this option (27%)
Reduction in out of hours service (e.g., breakfast/after school clubs) (Option 7)	3 chose this option (3%)
Reduction in enrichment activities (Option 8)	24 chose this option (26%)
Reduction in estate investment/IT/logistical budgets (Option 9)	49 chose this option (54%)

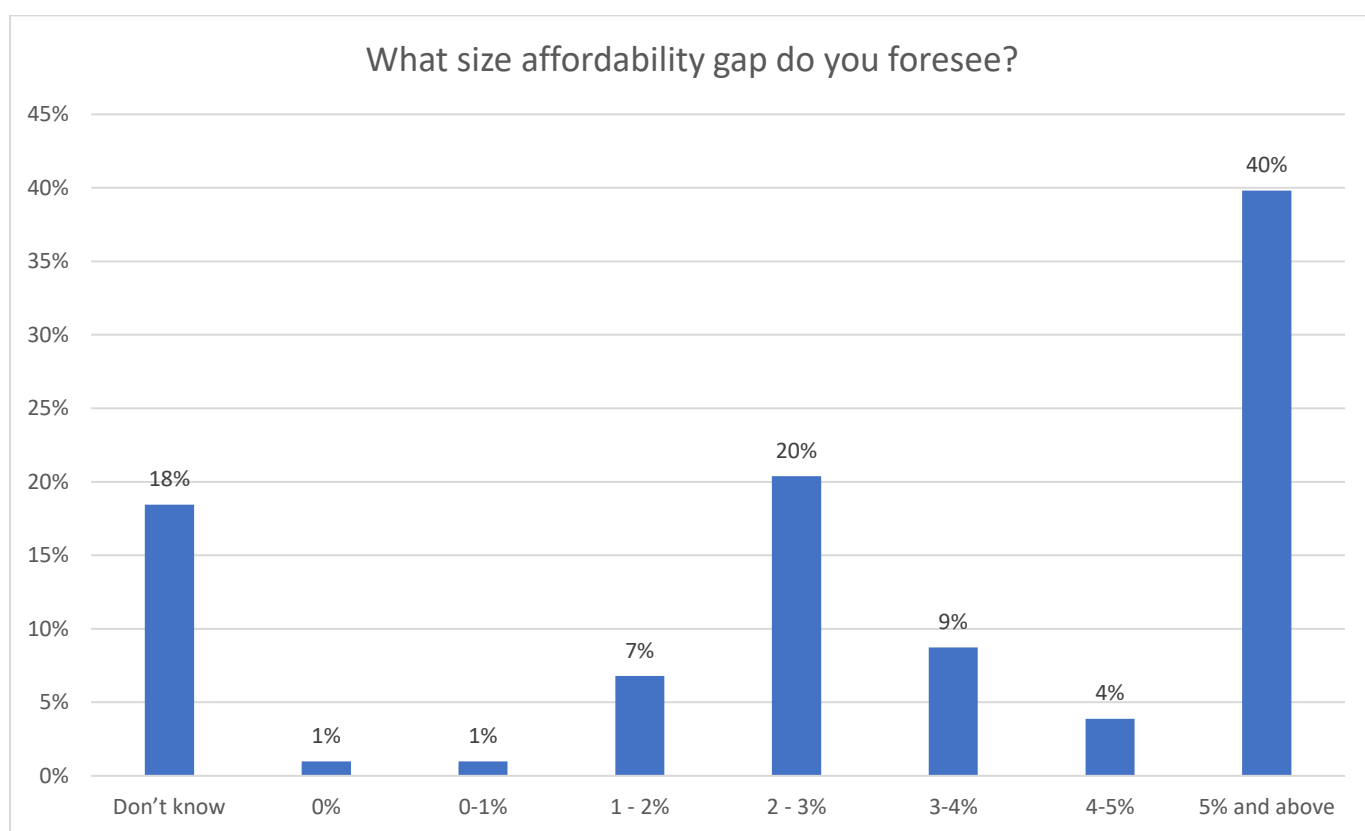


Q7. Respondents were given the opportunity to add further information relating to Q6.

Please see appendices i & ii for comments

Q8 Bearing in mind the additional money given to schools this year, when you consider the impact of this teacher pay award, the potential support staff pay award, increase in energy costs etc – does that leave your schools with an affordability gap? If there is, please indicate what size you estimate it to be. (If no gap choose 0%).

0%	1 responses (1%)
0.1-1%	1 responses (1%)
1.1-2%	7 responses (7%)
2.1-3%	21 responses (20%)
3.1-4%	9 responses (9%)
4.1-5%	4 responses (4%)
5%+	41 responses (40%)
Don't know	19 responses (18%)



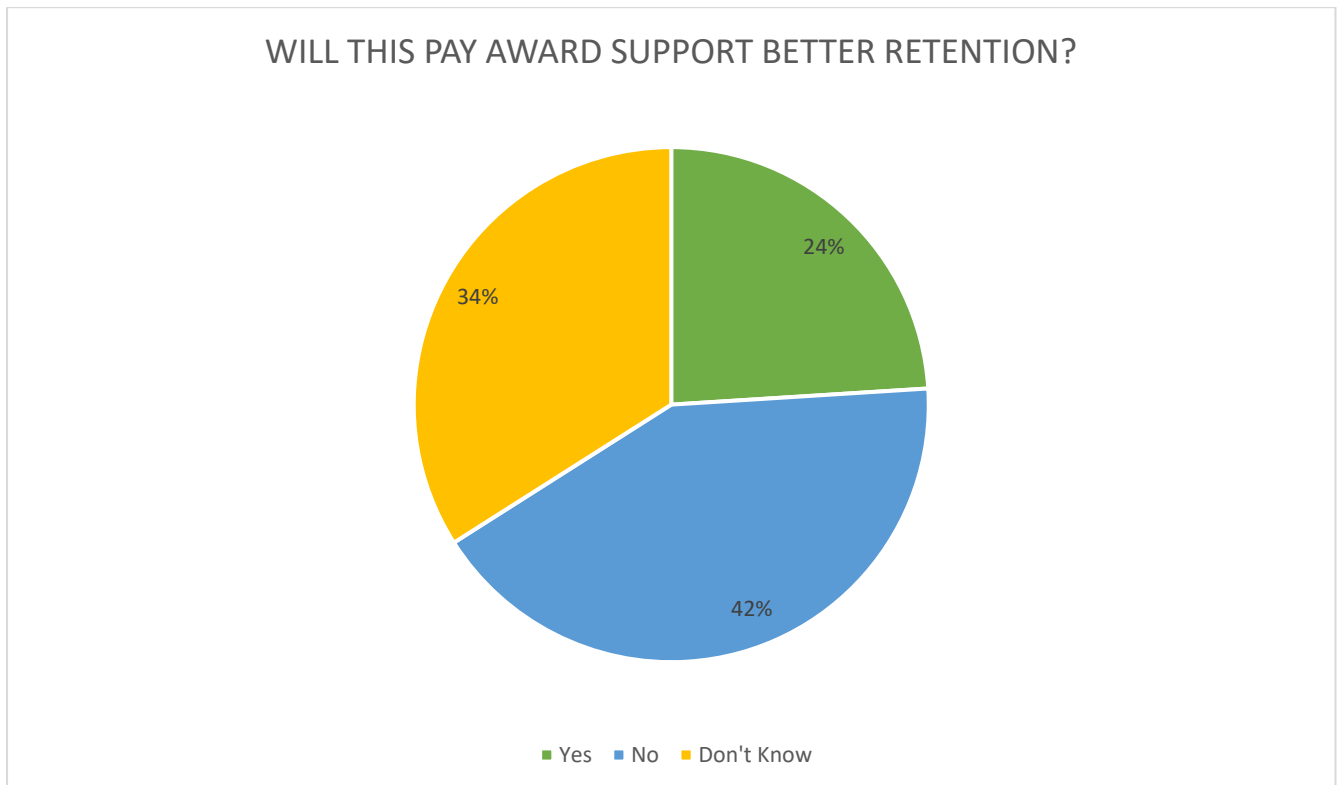
Q9. Notwithstanding affordability challenges, will this higher than anticipated pay award for experienced teachers and leaders support retention rates within schools?

Those who chose YES were told to proceed to Q10

Those who chose NO were told to proceed to Q11

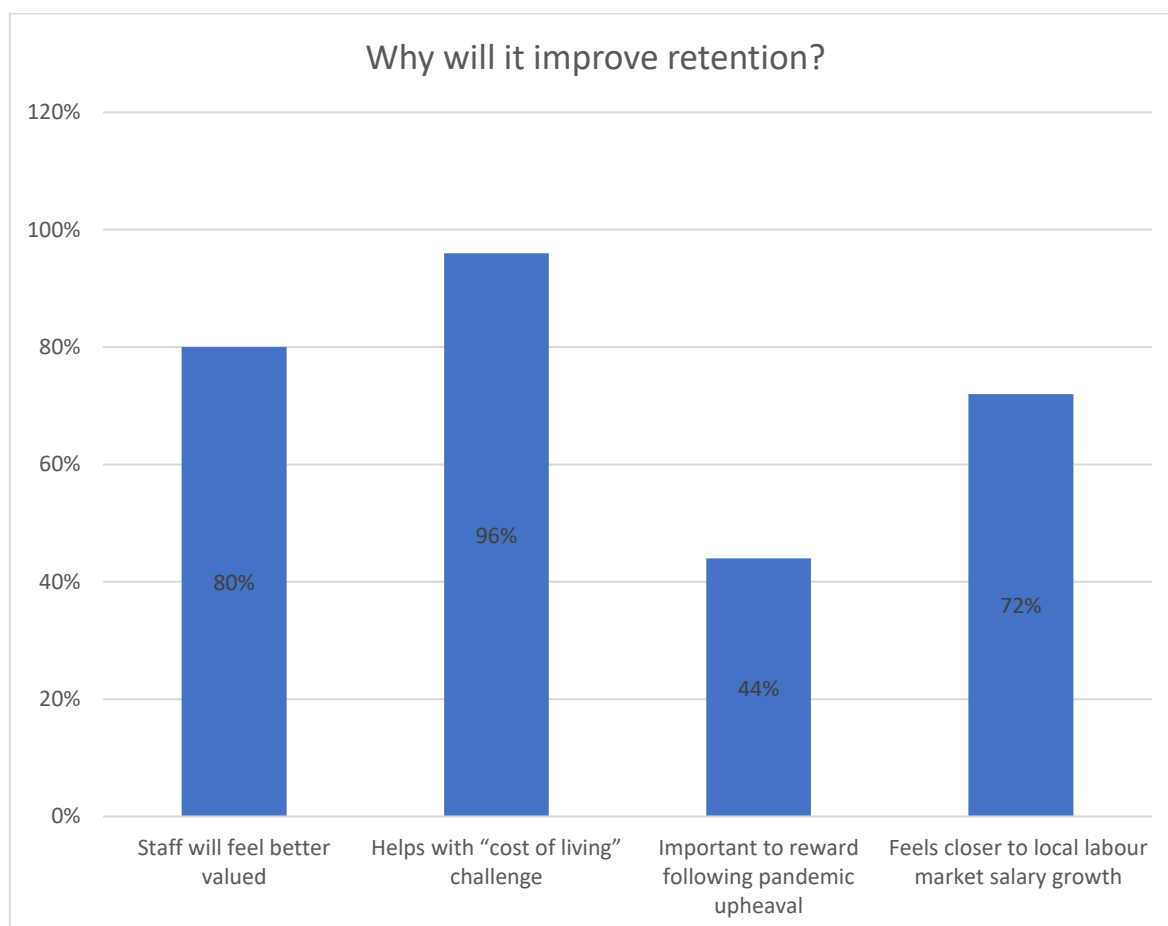
Those who chose Don't Know were told to proceed to Q12

Yes	25 responses (24%)
No	44 responses (42%)
Don't Know	35 responses (34%)



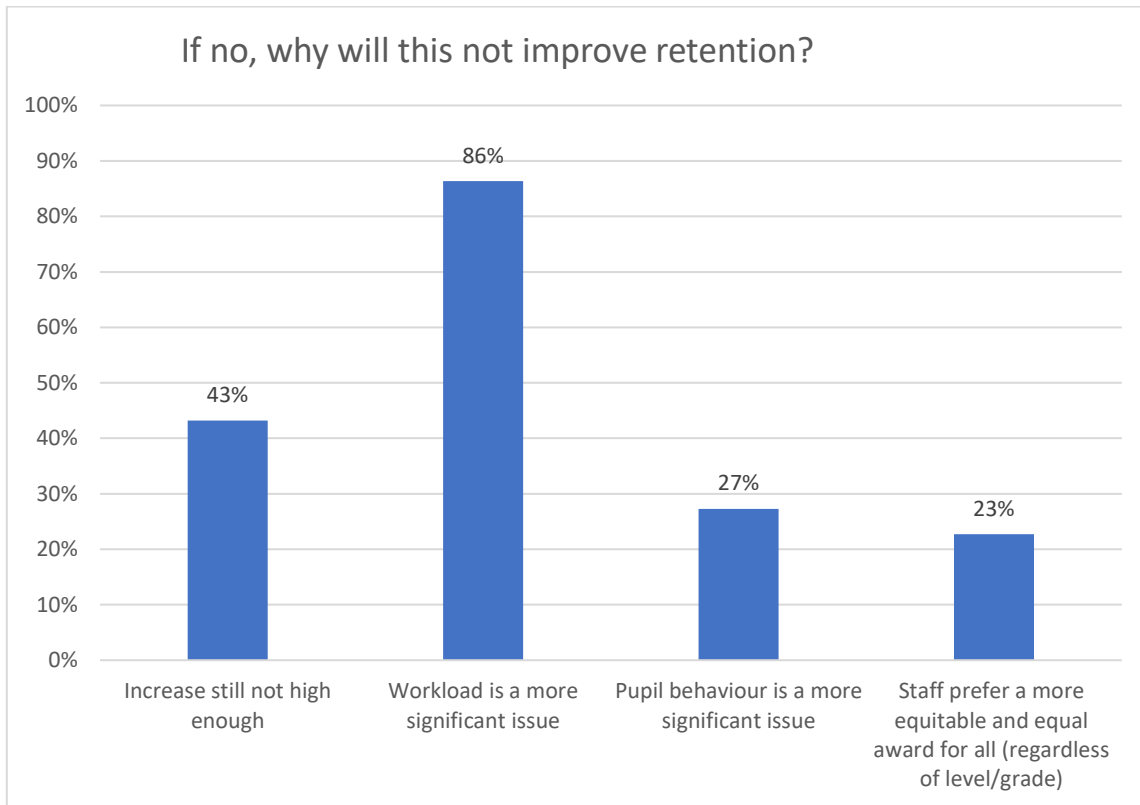
Q10. If answer to Q9 is YES, please provide rationale. Please tick all that apply.

Staff will feel better valued	20 responses (80%)
Helps with “cost of living” challenge	24 responses (96%)
Important to reward following pandemic upheaval	11 responses (44%)
Feels closer to local labour market salary growth	18 responses (72%)



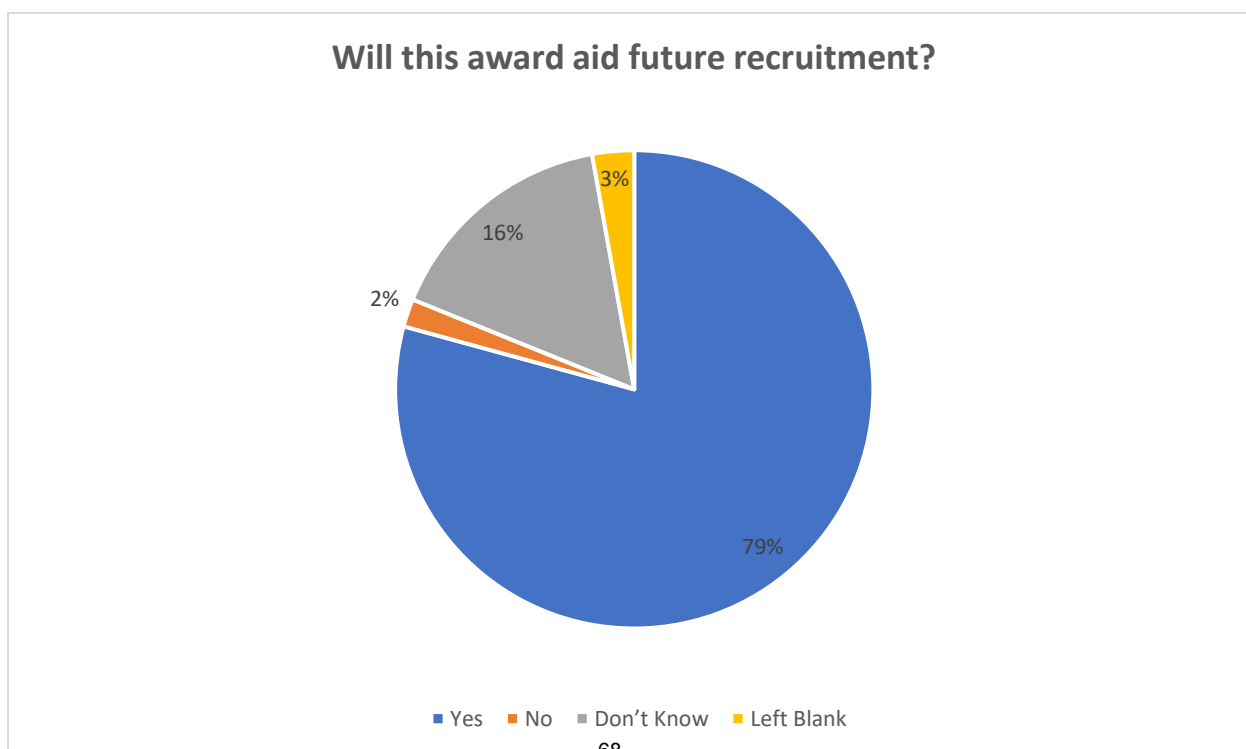
Q11. If your answer to Q9 is NO, please provide rationale. Please tick all that apply.

Increase still not high enough	19 responses (43%)
Workload is a more significant issue	38 responses (86%)
Pupil behaviour is a more significant issue	12 responses (27%)
Staff prefer a more equitable and equal award for all (regardless of level/grade)	10 responses (23%)



Q12. This award takes significant steps towards the government objective of a starting salary for ECTs, of £30k, do you welcome this, and will it aid future recruitment?

Yes	84 responses (79%)
No	2 response (2%)
Don't know	17 responses (16%)
Left blank	3 responses (3%)



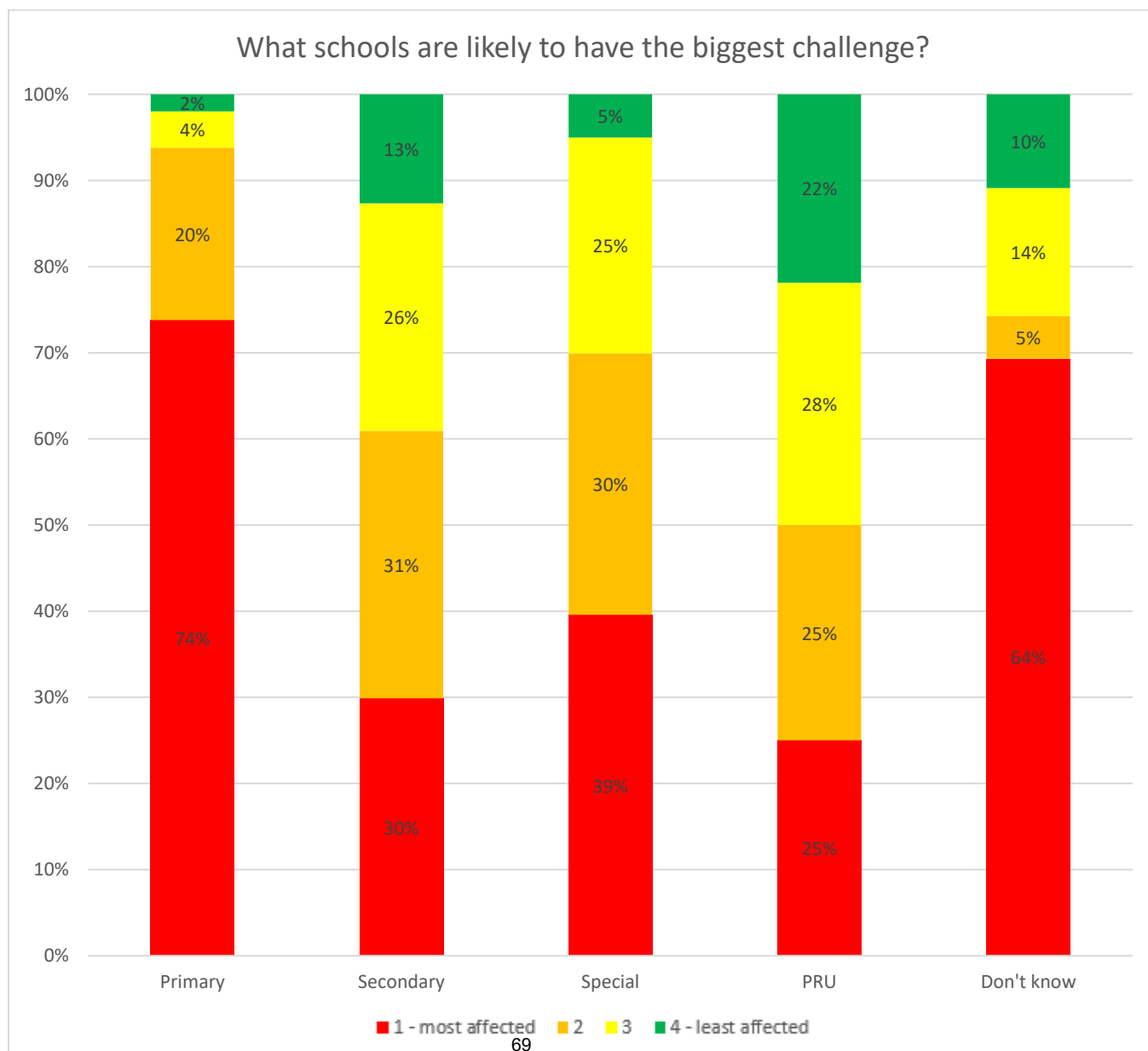
IMPACT OF PAY AWARD

Q13. Within your area in your opinion, which type of schools are likely to have the biggest challenge (financially) in implementing this pay award?

Please rank the most negatively impacted with 1 being the most impacted

	1	2	3	4	5
Primary schools	70 responses (74%)	19 responses (19%)	4 responses (4%)	0 responses 2%	1 response 0%
Secondary schools	26 responses (30%)	27 responses (31%)	23 responses (26%)	11 responses (13%)	0 responses (0%)
Special schools	30 responses (39%)	23 responses (30%)	19 responses (25%)	2 responses (2.5%)	2 responses (2.5%)
PRUs	16 responses (25%)	16 responses (25%)	18 responses (28%)	14 responses (22%)	0 responses (0%)
Don't know	14 responses (64%)	1 response (5%)	3 responses (14%)	0 responses (0%)	3 responses (10%)

What schools are likely to have the biggest challenge?

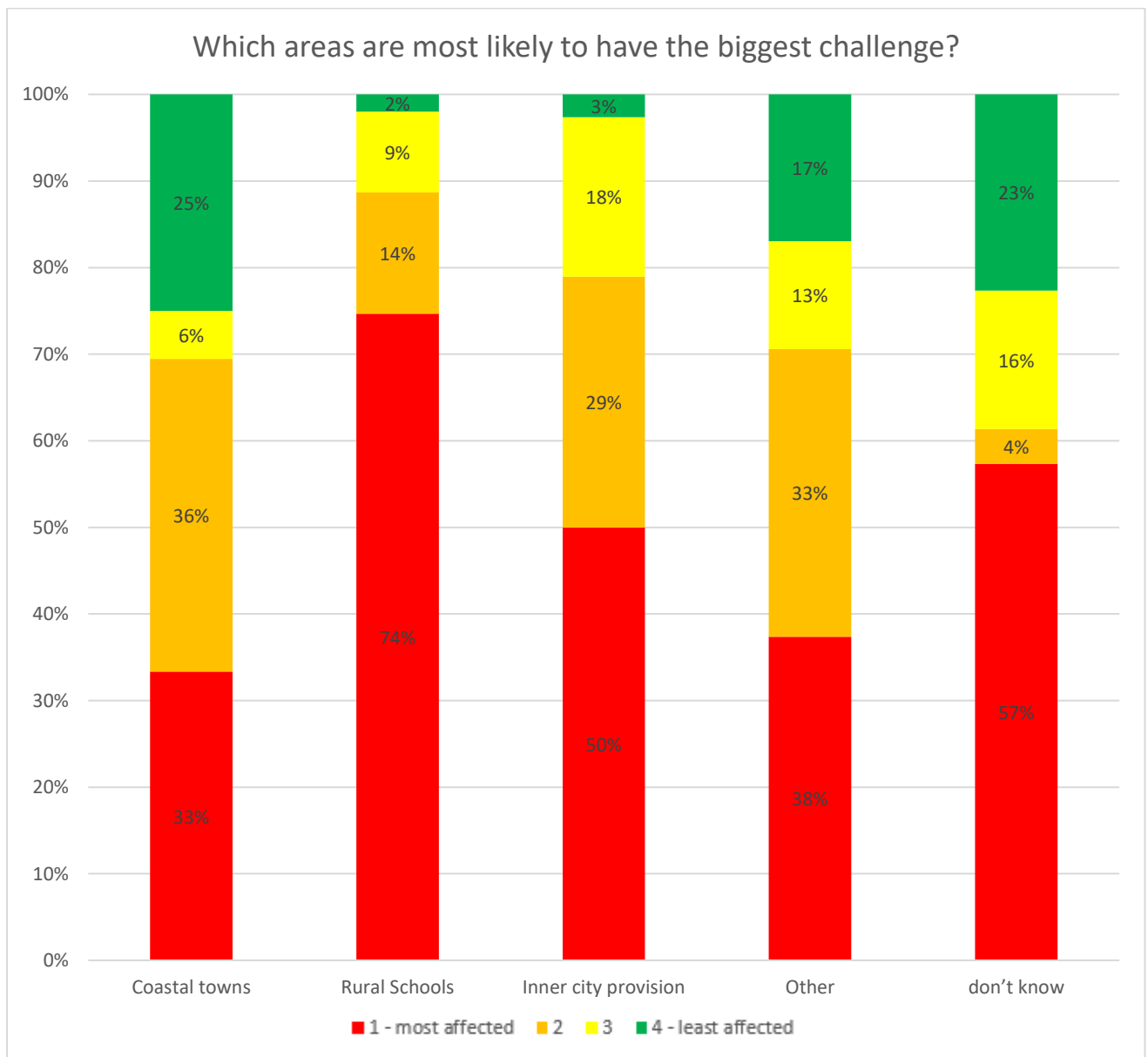


Q14. Within your area in your opinion, which type of geographical area are likely to have the biggest challenge (financially) in implementing this pay award?

Please rank the most negatively impacted with 1 being the most impacted

	1	2	3	4	5
Coastal towns	12 responses (33%)	13 responses (36%)	2 responses (6%)	0 responses (0%)	9 responses (25%)
Rural schools	32 responses (74%)	6 responses (14%)	4 responses (9%)	0 responses (0%)	1 responses (2%)
Inner City Provision	19 responses (50%)	11 responses (29%)	7 responses (18%)	1 responses (3%)	0 responses (0%)
Other	9 responses (38%)	8 responses (33%)	3 responses (13%)	0 responses (0%)	4 responses (17%)
Don't know	43 responses (57%)	3 responses (4%)	12 responses (16%)	10 responses (13%)	7 responses (9%)

Which areas are most likely to have the biggest challenge?



LOOKING AHEAD

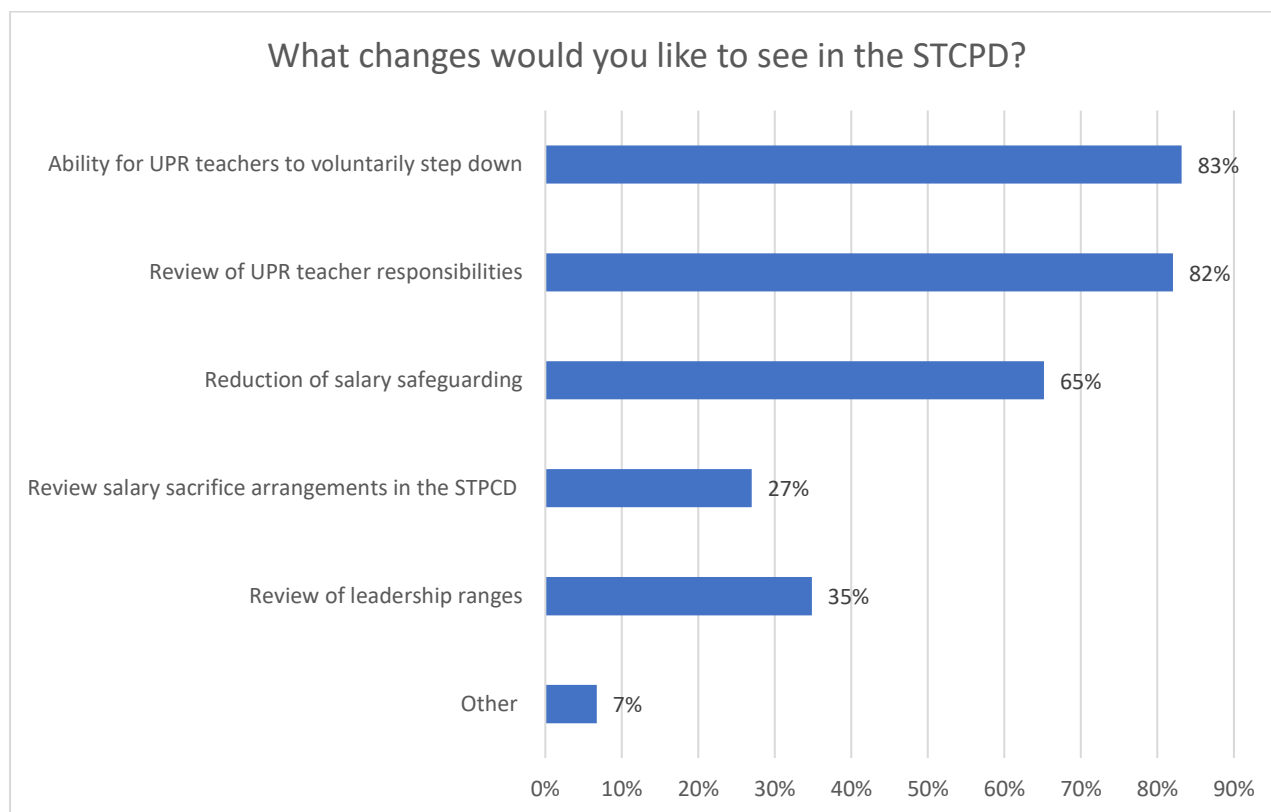
Q15. From an employer perspective what future changes would your local authority/schools want to see in the STPCD 23?

Choose the most important to your schools and choose all that apply.

There were 89 responses in total

Ability for Upper Range teachers to voluntarily move back to the Main Pay Range within the school they are currently working	74 responses (83%)
Review of Upper Pay Range teacher responsibilities	73 responses (82%)
Reduction of salary safeguarding from 3 years to 1 year in line with other sectors	58 responses (65%)
Review salary sacrifice arrangements in the STPCD	24 responses (27%)
Review of leadership ranges	31 responses (35%)
Other	6 responses (7%)

What changes would you like to see in the STCPD?

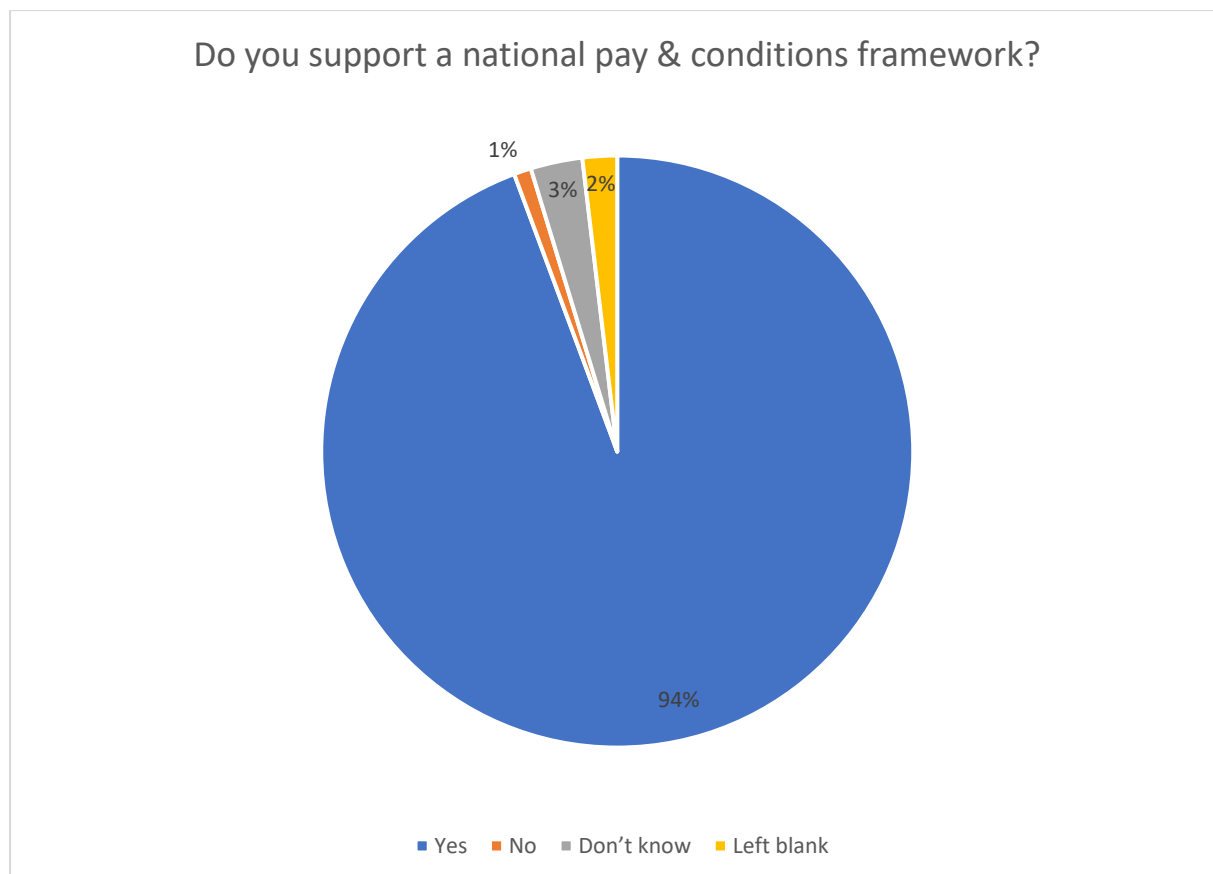


Q16. If respondents chose OTHER to Q15, they were provided with space to add.

Please see appendices i & ii for comments

Q17. Bearing in mind the Schools White Paper, do you support an ongoing national pay and conditions framework like the STPCD?

Yes	100 responses (95%)
No	1 response (0%)
Don't know	3 response (2%)
Left blank	2 responses (3%)



FURTHER INFORMATION

Q18. Respondents were provided with space to add any further information.

Please see appendices i & ii for comments