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Dear Nicholas

School Teachers' Review Body (STRB) – Pay award 2020/21

Background

Gavin Williamson, Secretary of State for Education, sets out the following considerations to which the STRB should have regard for the 2020/21 pay award:

- a) The need to ensure that any proposals are affordable across the school system as a whole;
- b) Evidence of the national state of teacher and school leader supply, including rates of recruitment and retention, vacancy rates and the quality of candidates entering the profession;
- c) Evidence of the wider state of the labour market in England;
- d) Forecast changes in the pupil population and consequent changes in the level of demand for teachers;
- e) The Government's commitment to the autonomy of all head teachers and governing bodies to develop pay arrangements that are suited to the individual circumstances of their schools and to determine teachers' pay within the statutory minima and maxima.

And following matters for recommendation:

- An assessment of the adjustments that should be made to the salary and allowance ranges for classroom teachers, unqualified teachers and school leaders to promote recruitment and retention, within the bounds of affordability across the school system as a whole and in the light of my views on the need for an uplift to starting salaries.
- Additional advice to schools on the performance-related pay progression pathway for classroom teachers including advisory pay points on the main and upper pay ranges. Your views on the role of progression to the upper pay range and the continued case for separate main and upper pay ranges.

1. Introduction

- 1.1. The British Association of Teachers of the Deaf (BATOD) welcomes this opportunity to submit representations and evidence to the School Teachers' Review Body (STRB).
- 1.2. We would like to remind the STRB of BATOD's unique position as the only professional body which represents the interests of Qualified Teachers of the Deaf (QToDs) in the United Kingdom. BATOD would also wish to remind the STRB that its members work in a range of situations and locations, not only in Local Authority and Academy schools. Furthermore, the QToDs' specialist role operates in a very wide age range of contexts: from the point of very early detection of deafness via the Newborn Hearing Screening Programme to Further and Higher Education settings.
- 1.3. QToDs are essential in providing and promoting curriculum access for learners who are deaf (we use this term to include all degrees of hearing loss). In mainstream school settings, the intervention of a QToD is essential in promoting high achievement towards social and educational outcomes. Additionally, QToDs have a crucial role in supporting the Government's early intervention initiatives and ongoing improvements to outcomes for all children. QToDs are represented in every Local Authority in England and carry out essential intervention to deaf learners across the entire educational age range. QToDs work within both the maintained and non-maintained sectors. Early intervention is a key function of QToDs and they work in close co-operation with NHS and Social Care services.
- 1.4. We would also remind STRB that the context of the work of many QToDs is very similar to that of teachers of learners with other low incidence special educational needs eg teachers of children with visual impairment, multi-sensory impairment, and profound and multiple learning difficulties.

2. Affordability

- 2.1. BATOD supports the intention to make a significant uplift to the starting salary of classroom teachers nationally by September 2022 and the increase in employer pension contributions. It is vital that the Government make further additional funding a priority so that schools are able to apply a salary uplift to all staff.
- 2.2. BATOD understands that schools will be responsible for determining increases in individual teachers' pay on the basis of a school-level assessment of performance. BATOD appreciates that schools have the flexibility to differentiate the remuneration they offer to teachers to reflect various factors, including local recruitment and retention, roles and responsibilities, and specialist qualifications.

3. Recruitment, retention and vacancy rates

- 3.1. Recruitment, retention and vacant posts are issues for all educational settings and services. This is especially true for QToDs. BATOD is a founding member of the Consortium for Research into Deaf Education, CRIDE. The consortium brings together a range of organisations and individuals with a common interest in using research to improve the educational outcomes achieved by deaf children.

- 3.2. Recent surveys carried out by CRIDE¹ reveal a recruitment issue where schools and services are unable to recruit to posts, including headships. The 'Special Educational Needs and Disability Code of Practice: 0 to 25' highlights the need for QToDs to provide specialist support to deaf children at all stages of learning. The numbers of deaf pupils continue to climb in line with population increase and greater numbers of significantly disabled children (where a hearing impairment is present) are surviving at birth. The number of children (up to and including age 15) attending all state-funded schools has been rising since 2010 and is projected to continue on an upward trend until 2024, albeit at a gradually slowing rate after 2019². The DfE itself recognises that "*the growing number of pupils means we need to attract even more people into the profession, and then make sure they are supported to not just stay, but to thrive*"³.
- 3.3. The latest CRIDE⁴ figures show that:
- 3.3.1. there are at least 51,142 deaf children across the UK. Taking into account where services did not respond to this question, CRIDE believes the actual figure is around 52,800. Around 80% of deaf children attend mainstream schools.
- 3.3.2. there are at least 1,484 teachers employed as Teachers of the Deaf (ToDs), of which (83%) are fully qualified Teachers of the Deaf (QToDs).
- 3.3.3. there has been a 17% percentage drop in numbers of UK Teachers of the Deaf with the Mandatory Qualification in employment over 8 years (between 2010/11 and 2017/18) (excluding special schools for deaf children in England).
- 3.3.4. 43 vacant Teachers of the Deaf posts were reported in 2017/18 (3% of the total posts).
- 3.3.5. the number of resourced provision facilities for deaf children in England fell from 260 to 240 in the years 2016 to 2018, a drop of 8%.
- 3.3.6. the number of Teachers of the Deaf working in resourced provisions fell by 10% in the past two years and 21% since 2014.
- 3.3.7. the Education Policy Institute (EPI) reported that England's schools are facing a "severe shortage" of teachers, with bigger class sizes and more subjects taught by staff without a relevant degree. The report showed that a lack of staff has led to a worsening teacher-pupil ratio, rising from 15.5 pupils per teacher in 2010 to 17 pupils per teacher in 2018⁵. However, when comparing pupil figures to numbers of Teachers of the Deaf, the ratio has worsened as a consequence of the shortages: at least 27 deaf children per teacher in 2011 to at least 35 deaf children per teacher in 2018.
- 3.4. Susan Daniels, chief executive of the National Deaf Children's Society, reported in the Guardian, said the figures showed the pressures on the education of deaf children. "*Their support is being reduced, their specialist teachers are being cut and, unsurprisingly, their grades at school have started to get worse,*" she said⁶.

¹ <https://www.batod.org.uk/information/cride-reports/>

² DfE National pupil projections: future trends in pupil numbers, July 2018 (2019 update)

³ DfE Teacher Recruitment and Retention Strategy, 2019

⁴ <https://www.batod.org.uk/wp-content/uploads/2018/02/CRIDEUK2018.pdf>

⁵ <https://epi.org.uk/publications-and-research/annual-report-2019/>

⁶ <https://www.theguardian.com/society/2019/feb/06/teaching-units-for-deaf-children-keep-closing-report-finds>

- 3.5. The Guardian article went on to report that “*Deaf children in England are falling an entire grade behind their hearing classmates at GCSE, according to new analysis by the National Deaf Children’s Society. The charity issued the warning after analysing the Department for Education’s 2018 exam results data, which showed that the nation’s deaf children score an average grade of 3.92 across eight key subjects. For hearing children, this rises to 4.99. Most deaf children also start school having already fallen behind their new classmates, leaving them with a huge battle to catch up. Just over one in three (38%) has achieved a good level of development in key areas like literacy, maths and communication by the time they start school, compared to three quarters (77%) of hearing children*”.
- 3.6. **No deaf child left behind:** In August 2019 BATOD and the NDCS submitted to the DfE a revised proposal for a central bursary scheme to cover the training costs of QToDs. We explained that:
- 3.6.1. there has been an 11.5% decline in the number of Qualified or Teachers of the Deaf in training in England since 2011.
- 3.6.2. 32% of services in England are reporting difficulties in recruiting Teachers of the Deaf or supply cover over the previous 12 months⁷.
- 3.6.3. over half of all Qualified Teachers of the Deaf are expected to retire in the next 10 to 15 years.
- 3.6.4. research by the National Sensory Impairment Partnership (NatSIP) has uncovered evidence that local authorities are failing to plan for future workforce needs. Local authorities tell us that they do not always have the funding to train the next generation of Teachers of the Deaf.
- 3.6.5. a one-year central bursary scheme for Teachers of the Deaf could be delivered at a cost of up to £1.3m, a fraction of that allocated by the DfE’s Educational Psychology Funded Training Scheme. It would send a powerful signal of the government’s commitment to ensure deaf children get the specialist support they need.
- 3.7. The BATOD and NDCS QToD Bursary proposal also drew on a survey of Teachers of the Deaf in January 2019 which received 625 responses.
- 3.8. In our QToD Bursary proposal we explained that deafness is a low incidence disability. Government figures indicate that 57% of schools have no deaf children in them at any one time, whilst 22% only have one deaf child enrolled⁸. This means that most mainstream teachers will not be teaching a deaf child at any one time and may only do so occasionally. They will have relatively few opportunities to apply any knowledge or expertise they have previously acquired related to effective practice in teaching or supporting deaf children. In relation to deaf children and other low incidence needs, an approach which relies only on upskilling all mainstream teachers is unlikely to be

⁷ 22% of services said they had difficulties in recruiting for a permanent post whilst 26% reported difficulties in recruiting for supply cover. The 32% figure refers to those who experienced difficulties in either. See page 9/10 of the CRIDE England 2018 report, available at www.ndcs.org.uk/CRIDE or <https://www.batod.org.uk/information/cride-reports/>

⁸ Figures provided by the Department for Education to the National Deaf Children’s Society following a Freedom of Information request. More detail is available in a National Deaf Children’s Society briefing note on what government data on SEN says: www.ndcs.org.uk/media/4719/note-on-data-on-special-educational-needs-and-deaf-children.docx

effective and can be seen as poor value for money. In addition, most deaf children (over 90%)⁹, will be born to hearing parents who have no prior experience of deafness.

- 3.9. The creation of a new apprenticeship pathway for Teachers of the Deaf could provide a long-term solution, but until this funding route is established a QToD Bursary will provide a 'stopgap' solution to the decline in Teachers of the Deaf. Furthermore, this would only apply to ToDs in post and there is a great need to bring in new teachers not currently working with deaf children for whom the apprenticeship scheme could not work.

4. Salary and allowance ranges

- 4.1. All teachers and school leaders should have an attractive and predictable salary and allowance structure with clear pay progression. BATOD is opposed to any form of differentiated pay award. An uplift should be common and should be applied to all salaries and allowances in payment.
- 4.2. BATOD concurs with the view of other professional bodies that there should be a substantial increase to teacher pay points and allowances to best address recruitment and retention challenges. The recognised unions call for
- 4.2.1. a 10% increase in pay
- 4.2.2. a one day increase to the minimum paid annual leave entitlement
- 4.2.3. a two hour reduction in the standard working week
- 4.2.4. a comprehensive joint national review of the workplace causes of stress and mental health throughout local authorities
- 4.3.1 BATOD supports the proposal that starting salaries should rise to attract quality personnel into teaching. We feel this should be achieved by increasing all salaries as outlined above.

5. Main and upper pay ranges

- 5.1 BATOD supports a return to a national pay structure which gives a clear description of salary progression. This is especially important for teachers moving from one school to another. In our view, this provides consistency of quality across the profession and allows all schools to appoint to a nationally agreed scale rather than some schools offering incentives to attract staff.
- 5.2 BATOD supports the retention of the main and upper pay ranges. We believe this differentiation in pay scales enables good teachers to be rewarded for their continued work in the classroom and providing a lead specialism across the school.
- 5.3 The facility to award financial reward to good teachers is already in place. BATOD supports the notion that good teachers can progress up the agreed pay range. We would caution against individual pay increases which fall outside the nationally agreed pay scales.

⁹ Mitchell, R.E. and Karchmer, M.A. Chasing the Mythical Ten Percent: Parental Hearing Status of Deaf and Hard of Hearing Students in the United States. *Sign Language Studies*. 2004. 4: 138–163.



British Association of Teachers of the Deaf

We are happy to clarify any points and would be available to appear in person in front of the Review Body should you wish.

All best wishes.

A handwritten signature in black ink that reads 'Paul A. Simpson'. The signature is written in a cursive style with a large initial 'P'.

Paul Simpson, National Executive Officer