

Ilona Kokle
STRB Assistant Secretary
Office of Manpower Economics
8th Floor Fleetbank House
2-6 Salisbury Square
London
EC4Y 8AE

Dear Ilona

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BATOD response School Teachers' Review Body (STRB) – Pay award 2021/22

Background

The STRB is seeking views on the following matters:

- The implementation of pay uplifts for teachers and unqualified earning full time equivalent basic earnings of less than £24,000.
- The overall state of the teacher workforce, including in relation to recruitment and retention, the impact of COVID-19 on teacher supply, and changes in the pupil population and consequent changes in the level of demand for teachers.

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) throughout 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 schools. Furthermore, the QToD's specialist role covers a very wide age range: from the point of very early detection via the Newborn Hearing Screening 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 e.g. teachers of children with visual impairment, multi-sensory impairment, and profound and multiple learning difficulties.

2. Pay

- 2.1. BATOD supports a headline pay uplift for all teachers in 2021/22, not just those with the full-time equivalent of basic earnings of less than £24,000¹. Since 2010, teacher's pay has been cut² in real terms. With inflation expected to increase in 2021, teachers face another significant pay cut³. Despite the challenging economic context, teachers are key workers and are making an essential contribution during the Covid-19 pandemic too. Parity of public sector pay growth with the private sector should not be a cause of restraint to teacher's pay. The government should continue with pay uplifts for⁴ teachers as they are for the NHS.
- 2.2. Progression pay and allowances: BATOD understands that schools are responsible for determining increases in individual teachers' pay on the basis of an assessment of performance⁵, rather than length of service. However, BATOD shares the view with the education unions that a national pay structure for all state-funded schools, with mandatory cost of living increases for all teachers, should be restored urgently to the School Teachers' Pay and Conditions Document. *"Such a national structure is essential to support teacher recruitment and retention, as well as providing a foundation for fairness and transparency in teacher pay⁶."*
- 2.3. 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. Teacher workforce

- 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 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. In 2019, CRIDE carried out its ninth annual survey of specialist education services for deaf children on educational staffing and service provision for deaf children, covering the 2018/19 academic year⁷.
- 3.3. There are over 53,000 deaf children in the UK and almost 80% of school-aged deaf children attend mainstream schools. The numbers of deaf pupils continue to climb in line

¹ <https://www.tes.com/news/teacher-pay-constraints-show-breathhtaking-complacency>

² <https://labour.org.uk/press/government-admit-teachers-pay-cut-thousands-pounds-year-since-2010/>

³ <https://neu.org.uk/press-releases/education-unions-condemn-strb-restriction>

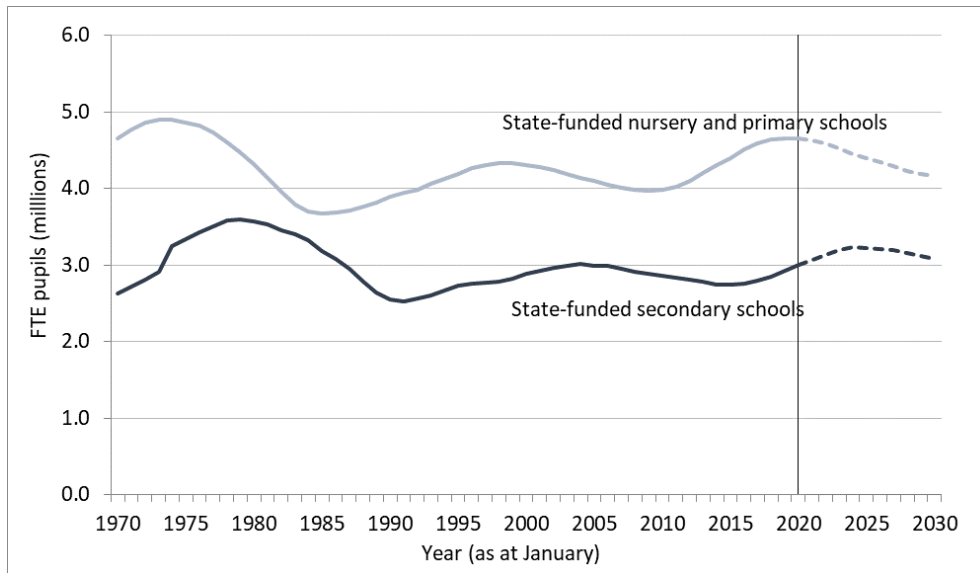
⁴ <https://www.gov.uk/government/publications/hmt-economic-evidence-to-review-bodies-2020>

⁵ <https://getintoteaching.education.gov.uk/teachers-salary-and-teaching-benefits/teachers-pay-scale-salary>

⁶ <https://neu.org.uk/media/8956/view>

⁷ www.batod.org.uk/information/cride-reports/

with the increase in the overall population⁸ and greater numbers of significantly disabled children (where a hearing impairment is present) are surviving at birth. The latest national pupil projections show that lower births have been recorded since the end of 2016, so overall pupil numbers are projected to be similar to 2005/2010 values (Figure 1). However, the pupil projections for special schools show an increase in the 2026 projection, 3,000 higher than previously projected (Gov.uk 2020). 15% of school-aged deaf children attend special schools (CRIDE 2019), the bulk being in special schools not specifically for deaf children. 3% attend schools for deaf children.



3.4. Figure 1.

- 3.5. Most mainstream teachers have little experience of teaching a deaf child and may only do so occasionally. They will have relatively few opportunities to apply any knowledge or skills regarding Special Educational Needs and Disability (SEND) that they have previously acquired in initial teacher training 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 effective and can be seen as poor value for money. Pupils with SEND perform markedly worse⁹ than pupils with no identified SEN across all headline measures of attainment. Qualified Teachers of the Deaf are essential in providing and promoting curriculum access for learners who are deaf and supporting their language skills, emotional and social development and mental wellbeing.
- 3.6. The 2019 CRIDE reports showed that there were at least 1,306 Teacher of the Deaf posts in England, of which 3% were vacant¹⁰.
- 3.7. 50% of Teachers of the Deaf are due to retire in the next 10 to 15 years (CRIDE 2019). However, analysis by the DfE (2018) shows that teachers over 55 are most likely to leave the profession¹¹ and this may further impact the workforce. The DfE itself recognises that *“we need to attract even more people into the profession, and then make sure they are supported to not just stay, but to thrive”*¹².

⁸ <https://explore-education-statistics.service.gov.uk/find-statistics/national-pupil-projections>

⁹ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/863815/2019_KS4_revised_text.pdf

¹⁰ <https://www.batod.org.uk/wp-content/uploads/2018/02/CRIDE2019v3.pdf>

¹¹ Analysis of teacher supply, retention and mobility September 2018 <https://www.gov.uk/government/statistics/teachers-analysis-compendium-4>

¹² DfE Teacher Recruitment and Retention Strategy, 2019. <https://www.gov.uk/government/publications/teacher-recruitment-and-retention-strategy>

4. The impact of COVID-19

- 4.1. During the pandemic BATOD has been supporting its members in a range of ways. We have produced supportive documentation on our website sometimes in conjunction with other organisations such as the NDCS including on a range of aspects of supporting deaf children in schools and colleges and appropriate cleaning regimes for assisting listening devices which are so crucial in ensuring access to the curriculum and all aspects of education.
- 4.2. We have had meetings with the full range of trade unions and professional associations who also represent our members in order to inform them of the specific needs of our members and the children and young people with whom they work. We have been very pleased with the response and that such colleagues have passed on our concerns.
- 4.3. In May 2020 we undertook a survey of members and 438 responses were received¹³.
- 4.4. In November 2020 we undertook a further detailed survey with 78 responses and in addition made personal contact with a range of our members from different settings and phases across the country¹⁴.
- 4.5. The key issues which have been raised from all quarters included access to schools for peripatetic specialist teachers, how much face to face teaching was taking place, high quality accessible remote teaching, the use of transparent face coverings where they are being worn, ensuring that deaf pupils benefit from the catch up provision and that specialist Teachers of the Deaf are fully involved in ensuring access to exams and other assessments for deaf pupils.
- 4.6. The picture is mixed and our key purpose as a professional organisation is to offer support to our members bearing in mind that they must at all times pay heed to local risk assessments and the guidance of their employers, local authorities and the Government.
- 4.7. As a result of COVID-19 there has been a significant increase in workload for Teachers of the Deaf (as is the case for all teachers) and this is why we support the headline pay uplift for teachers. This was raised by a number of respondents. For example: *“Workload has increased. Working longer days; seeing more families via Zoom than would do normally). Some things like checking and adjusting aids is harder working remotely. Some young children will engage via a screen, but this is definitely more limited and less effective.”*
- 4.8. This increase in workload has also been a result of ‘deployment’ contrary to the spirit if not the letter of DfE guidance *“required to teach all day for three days like a primary mainstream; other two days do virtual therapy with SALT and do Annual Reviews”*.
- 4.9. One member recently highlighted the fact that a previously full time post in charge of a resource base for deaf children has been reduced to two days.


¹³ <https://www.batod.org.uk/resource/batod-survey-summary-members-views-on-how-covid-19-and-the-lockdown-had-been-affecting-education-and-childrens-services>

¹⁴ <https://www.batod.org.uk/resource/batod-member-survey-summary-jan-2021/>

- 4.10. These changes have an impact on teacher wellbeing and mental health and will lead to recruitment difficulties. This is exacerbated by the age profile of Teachers of the Deaf and their impending retirement (see 3.7) which has been an issue for some years.

As usual we are happy to discuss any of these points with you in more detail.

Yours sincerely



Stuart Whyte, Consultant

Paul Simpson, co-National Executive Officer