

Craig Marchant
School Teachers' Review Body Secretariat
Office of Manpower Economics
Windsor House
50 Victoria Street
London
SW1H 0TL

19 January 2023

Dear Craig

BATOD response School Teachers' Review Body (STRB) – 2023/24

Background

The STRB is seeking views on the following matters:

The recommended adjustments to salary and allowance ranges for classroom teachers, unqualified teachers, and school leaders in 2023/24, taking account of the aim of promoting recruitment and retention, the Government's commitment to uplift starting salaries to £30,000, and the cost pressures on schools.

Broader structural issues

The 32nd STRB report indicated a willingness to assist in the development of recommendations on broader structural issues related to the recruitment and retention of teachers and the STRB's purpose.

1. Introduction

- 1.1. The British Association of Teachers of Deaf Children and Young People (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 Deaf Children and Young People (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 children and young people (CYP) 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 CYP 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 CYP 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. Adjustments to salary and allowance ranges

- 2.1. Since 2010 levels, teacher's pay has been cut¹ in real terms. Average wages in the UK have risen at a slower pace than prices and workers need a larger proportion of their wages to buy the same goods². Teacher shortages are harming education and poor pay is driving teachers away from their posts. The pay award in September 2022 was not fully funded by the Government. In real terms, the NEU has explained that this was "*a 7% pay cut due to the soaring level of inflation*" and calculated that over the past decade this meant "*a decline of more than 20%*" for teachers. The NEU notes that "*12.5% of teachers leave the profession after just a year in the classroom, rising to 33.3% within five years*"³.
- 2.2. Funding remains an issue with almost 3 in 5 schools considering teaching job cuts⁴. BATOD appreciates that schools are responsible for determining increases in individual teachers' pay based on an assessment of performance, 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.
- 2.3. The STRB itself stated that it "*should be able to fully exercise its role and avoid being restricted by affordability considerations*" (STRB 2022:11). Like other professional bodies, BATOD has no confidence in the Review Body's independence.⁵
- 2.4. BATOD appreciates that schools have the flexibility to differentiate the remuneration they offer to teachers to reflect a range of factors, including local recruitment and retention; roles and responsibilities; and specialist qualifications. However, differential pay increases, for example those which provide a higher increase at starting pay but lower increases for more experienced teachers and school leaders, are fundamentally unfair. And a multi-year pay award cannot take account of the accelerating rise in general living costs. In the autumn term 2022 the Consumer price inflation time series (MM23) rose above 11%.
- 2.5. **BATOD recommends a 12% minimum pay award uniform across all teacher groups to support recruitment and to reduce the risks to retention of more experienced teachers and leaders.**

3. Broader structural issues

¹ <https://labour.org.uk/press/government-admit-teachers-pay-cut-thousands-pounds-year-since-2010/>

² <https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/earningsandworkinghours/articles/professionalandscientificindustrytheonlyonewherepaycontinuestomatchrisingprices/2022-11-23>

³ <https://neu.org.uk/pay/pay-campaign>

⁴ <https://www.tes.com/magazine/news/general/almost-3-5-schools-consider-teaching-job-cuts>

⁵ <https://www.tes.com/magazine/news/general/review-teacher-pay-system-independent-government>

- 3.1. Since 2010 the overall number (FTE) of qualified teachers in state-funded schools has not kept pace with increasing pupil numbers. This means the pupil to teacher ratio has increased and the teacher vacancy rate has risen over this period. There is a crisis in postgraduate teacher recruitment, its target was only achieved once since 2015/16⁶. In England, 27% of all of those who receive an ITT qualification decide not to go on to teach in a state school⁷.
- 3.2. Recruitment, retention⁸, 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.
- 3.3. In 2022, 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 2021/22 academic year⁹.
- 3.4. The CRIDE report reveals incremental year-on-year decreases in numbers of QToDs, as their caseloads continue to increase. On average, each peripatetic QToD now has a theoretical caseload of 63 deaf CYP, up from 46 in 2012 – an increase of more than a third (37%).
- 3.5. There are over 54,000 deaf children in the UK and 77% of school-aged deaf children attend mainstream schools. The numbers of deaf¹⁰ CYP continue to climb in line with the increase in the overall population and greater numbers of significantly disabled children (where deafness is identified) are surviving at birth. The latest national pupil projections¹¹ continue to show that lower births have been recorded since the end of 2016 and that the population in special schools has increased. 17% of school aged deaf CYP attend special schools in England (CRIDE 2022), most being in special schools not specifically for deaf children; 3% attend schools for deaf children.
- 3.6. Most mainstream teachers have little experience of teaching deaf CYP and may only do so occasionally. They will have relatively few opportunities to apply any knowledge or skills regarding. 86% of teachers received inadequate training to educate deaf CYP¹². 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. Although full equalities analysis for 2022 GCSE results has yet to be published, previously CYP with SEND have performed markedly worse than CYP with no identified SEN across all headline measures of attainment. Data shows that deaf CYP achieve entire grade less at GCSE¹³. QToDs are essential in providing and promoting curriculum access for CYP who are deaf and supporting their language skills, emotional and social development, and mental wellbeing.
- 3.7. The 2022 CRIDE report shows are at least 1,266 QToDs in England, of which 4% of posts were vacant – a drop in QToDs and a rise in vacancies compared to previous years. One in

⁶ <https://researchbriefings.files.parliament.uk/documents/CBP-7222/CBP-7222.pdf>

⁷ TES Magazine, 10 March 2022

⁸ <https://metro.co.uk/2022/04/14/teachers-are-leaving-the-profession-in-droves-i-might-be-one-of-them-16460617/>

⁹ <https://www.batod.org.uk/wp-content/uploads/2022/11/CRIDE-2022-England-report-FINAL.pdf>

¹⁰ <https://www.who.int/news-room/fact-sheets/detail/deafness-and-hearing-loss>

¹¹ <https://explore-education-statistics.service.gov.uk/find-statistics/national-pupil-projections>

¹² <https://www.ndcs.org.uk/about-us/news-and-media/latest-news/9-in-10-teachers-don-t-get-enough-training-to-educate-deaf-children/>

¹³ <https://www.ndcs.org.uk/about-us/news-and-media/latest-news/deaf-pupils-achieve-entire-grade-less-at-gcse/>

five posts have been lost since 2012¹⁴.

- 3.8. In 2019, the Government launched a national educational job vacancy site, <https://teaching-vacancies.service.gov.uk/>. On 12 January 2023 only one full-time and one-part time QToD post were advertised on that vacancy site. On the BATOD site, in addition to the posts just cited, there were a further 5 QToD posts advertised on <https://www.batod.org.uk/jobs/>.
- 3.9. BATOD's website is the first choice for advertising jobs posts with over 100 posts advertised there each year. Analysis shows a significant increase in the proportion of jobs that are going to re- advertisement, indicating issues with recruiting QToDs.
- 3.10.

| Year | Posts | |
|---------|------------|--------------|
| | Advertised | Readvertised |
| 2019/20 | 112 | 6.3% |
| 2020/21 | 107 | 3.7% |
| 2021/22 | 154 | 11.0% |

Source: BATOD website advertising statistics for QToDs.

- 3.11. CRIDE 2022 data shows that more than a quarter of education services are finding it challenging to recruit new QToDs to permanent or supply posts, often because of a lack of qualified applicants.
- 3.12. Most adverts now state that if the applicant is not a QToD, then would they be willing to train. However, there is a significant lack of funding by employers for specialist teacher Mandatory Qualifications.
- 3.13. Workload is the most frequently cited reason for teachers wanting to leave the profession¹⁵. Full-time lower secondary teachers in England reported working, on average, 49.3 hours a week - above the OECD average of 41 hours a week (CLRB 2022:32) and exceeding the 48 hours of the working time directive. Teaching is among society's most important roles, yet 3 in 10 would be financially better off if they left the profession¹⁶.
- 3.14. A quarter of teachers aged 34 and under think it is unlikely they will still be teachers in five years and less than half of teachers would enter the profession if given the choice again.¹⁷
- 3.15. Over 50% of QToDs are due to retire in the next 10 to 15 years (CRIDE 2022). However, past analysis by the DfE shows that teachers over 55 are most likely to leave the profession¹⁸. 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"*¹⁹.
- 3.16. The current pay award does not consider the vacancy rates in teaching. In the private sector, most industries with increased vacancy rates saw higher wage growth²⁰.

¹⁴ <https://www.ndcs.org.uk/about-us/news-and-media/latest-news/charity-warns-of-educational-emergency-for-deaf-children/>

¹⁵ CLRB 2022: <https://researchbriefings.files.parliament.uk/documents/CBP-7222/CBP-7222.pdf>

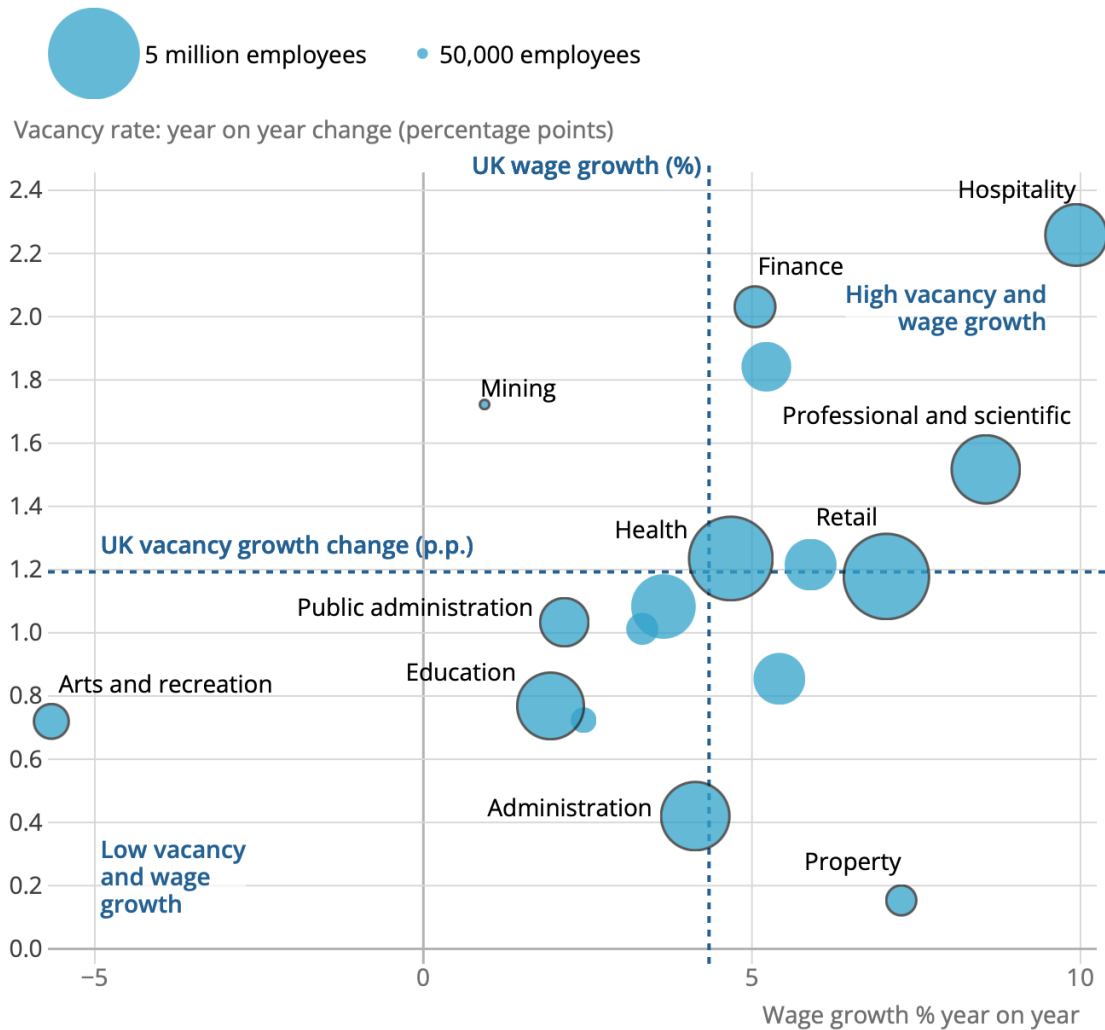
¹⁶ <https://www.iser.essex.ac.uk/wp-content/uploads/files/misoc/reports/explainers/Does-it-pay-to-be-a-teacher.pdf>

¹⁷ <https://yougov.co.uk/topics/society/articles-reports/2022/05/27/less-half-teachers-would-enter-profession-if-given>

¹⁸ Analysis of teacher supply, retention and mobility September 2018 <https://www.gov.uk/government/statistics/teachers-analysis-compendium-412DfE>

¹⁹ Teacher Recruitment and Retention Strategy, 2019. <https://www.gov.uk/government/publications/teacher-recruitment-and-retention-strategy>

²⁰ <https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/earningsandworkinghours/articles/professionalandscientificindustrytheonlyonewherepaycontinuestomatchrisingprices/2022-11-23>



Office for National Statistics – Monthly Wages and Salaries Survey, Vacancy Survey and Workforce Jobs.

3.17. BATOD has championed the creation of an apprenticeship route for qualified teachers to achieve the specialist mandatory qualification²¹. It is of the utmost importance that this route is ratified. Once the apprenticeship has been approved, local authority specialist education services and schools will be able to draw from funding available through the apprenticeship levy to cover most of the training costs.

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

Yours sincerely

S Whyte

Stuart Whyte, BATOD Consultant

Teresa Quail

Teresa Quail, co-National Executive Officer

²¹ <https://www.ndcs.org.uk/blog/teacher-of-the-deaf-apprenticeships/>