# **Evidence submitted by NGA to STRB** February 2024

## 1. Background

- 1.1. The National Governance Association (NGA) is the membership organisation for governors, trustees, and governance professionals within the state school system of England. We advocate for all boards, regardless of school type or governing structure, with the overarching goal of enhancing the well-being of children and young people by fostering high standards and bolstering the effectiveness of governing boards.
- 1.2. Governing boards play a pivotal role as the accountable entities for academy trusts and schools, offering oversight, strategic direction, and ensuring senior leaders are held accountable. Drawing on insights from our 2023 annual governance survey and extensive experience supporting governing boards across the education sector, NGA remains acutely attuned to the myriad challenges confronting schools and their communities. With nearly a quarter of a million trustees and governors dedicating their time, care, and expertise, these individuals shape the vision, culture, and strategic priorities of educational institutions, making critical decisions to address pressing issues and safeguard the sustainability of trusts and schools.

## 2. NGA's position on teacher and leader pay:

- 2.1. Governing boards frequently cite high workload, concerns about well-being, and pay as primary factors impeding their ability to attract and retain staff, highlighting the urgent need for diversity within the workforce.
- 2.2. NGA acknowledges the 6.5% pay rise for teachers and leaders in September 2023 and we understand the financial pressures the Department for Education faced when making that decision. We were pleased that your 2023 recommendations acknowledged the
- 2.3. NGA maintains our concerns that has only gone so far, falling short of the fully funded inflationary increase that was needed as part of a comprehensive, long-term strategy for pay and incentives for all staff. This is needed to counteract the existing structural deterioration and salary deficit being severely heightened by recent inflation levels that continued past the report recommendations.

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- 2.4. The decade-long decline in funding dating back to 2010 was unquestionably made worse by the cost of living crisis which still lingers at the start of 2024. We note that the CPIH annual rate of inflation released on 14 February 2024 stood at 4.2%. We suggest that as a minimum this should be the starting point for discussions about , but with the SIRB also taking a view to the wider evidence on the need for catch up from previous years.
- 2.5. The same IFS reported to the IFS. itself severely limited in ambition, has now been put at risk by rising costs, with costs rising faster than overall inflation. This has resulted in more experienced teachers seeing a 13% real-terms drop in salaries between 2010 and 2022, according to the IFS.

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- 2.12. NGA has contributed to the national policy development on building a more sustainable and attractive profession, including through being part \_\_\_\_\_\_\_ Therefore, while NGA emphasises the importance of enhancing the well-being of teachers and leaders, offering opportunities for rewarding and fulfilling careers, the widespread dissatisfaction among teachers and school leaders regarding their pay cannot be disregarded, particularly given the significant portion of teachers who leave the profession within one year (13%), two years (20%), five years (31%), and ten years (41%).
- 2.13. While we applauded the government's commitment to elevate the starting salary for teachers to £30,000, to attract high-quality graduates capable of delivering exceptional education, we remain concerned regarding the efficacy. A £30,000 starting salary has now significantly diminished in value over time compared to when the commitment was initially made, compounded by the well-documented relative increase in salaries across other sectors. There is therefore a strong argument that the starting salary be further increased. This must also be provided with sufficient central funding from government to meet these costs.
- 2.14. Furthermore, NGA would draw attention to the potential ramifications of differentiated pay awards and diminishing differentials between teacher and leadership pay ranges, exacerbating the decline in retention rates across all categories of school leadership.
- 2.15. The trend of pay decline in the teaching profession has also come at a time when executive leadership positions in multi academy trusts (MATs) in some cases have continued to <u>reach new highs</u>. NGA continues to work with the ESFA on developing stronger triggers for reducing high executive pay, but recent evidence published by The Kreston group revealing almost half of MATs have built up deficits reveals shows that many MATs can also no longer afford it. However, there is still the legacy issue of benchmarking against other trusts that have historically set high levels of pay.
- 2.16. While NGA supports the principle of autonomy in developing pay arrangements, many governing boards continue to express a preference for a level of consistency, with pay spines encompassing all pay ranges to manage performance-related progression effectively at the school level.
- 2.17. NGA advocates for the inclusion of leadership pay scales. Specifically, we advocate for a pay framework that establishes a scale for middle leaders, thereby providing clarity and reducing the necessity for awarding teaching and learning responsibility points for sustained additional responsibilities.
- 2.18. We appreciate your deliberation on the adequacy of current remuneration packages and work conditions in accommodating the diverse career stages and responsibilities within the profession. NGA acknowledges the fiscal constraints associated with sustaining marketing and recruitment campaigns orchestrated centrally, targeting various ti-5(s)-3()30(a)-6(nd)-2()9(w)3(or)-3(k)6()]TETQq0.000008866 0 594.9

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It is imperative that proactive measures are taken centrally to mitigate this trend and ensure the longevity of experienced educators within the profession.

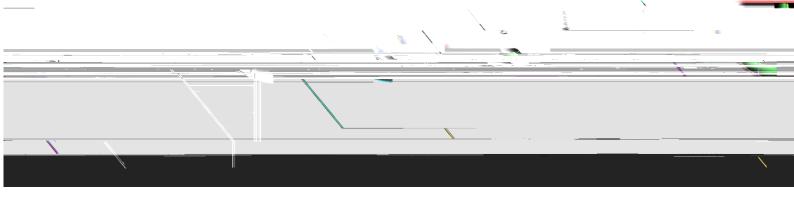
2.20. Finally, NGA continues to urge the government to view pay of the teaching profession with an eye to the long-term sustainability of keeping talented individuals in the classroom, helping to realise the potential of the future generations that economic performance of the nation will be reliant on. This strategy should encompass broader initiatives beyond financial considerations, aimed at enhancing the attractiveness of a career in education. It is paramount that the government takes a leading role in addressing inequalities in recruitment, retention, and development, starting from the crucial entry stage into the profession and extending to leadership positions.

### 3. The need to ensure feasibility of proposals:

- 3.1. We acknowledge the DfE has given the STRB the task of recognising the impact cost pressures have on schools' overall budgets. However, we advocate for independent review boards to report to the government, considering the imperative to recruit, retain, and motivate the workforce, while leaving affordability decisions to the government based on economic and political considerations. By limiting , the government reduces its ability to make the difference needed to the staffing recruitment and retention challenges we currently face. NGA acknowledges and applauds the
- 3.2. The past year has presented governing boards with very significant financial hurdles, including the energy crisis and rising inflationary pressures. Despite increased funding announced in the 2022 autums a way of the standing of the

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- 5.1. We know that that teacher and leader shortages are a critical issue for most schools and governing boards. At the end of 2023 it was reported by the DFE that it had missed its recruitment target for secondary teacher trainees by half, and had also missed its target for primary. Meanwhile data also released by the DFE itself in 2023 revealed that state school teachers leaving the profession hit the
- 5.2. Recruitment continues to be a challenge for governing boards with 32% of those responding to our annual survey in 2023 saying that teaching posts are the most difficult to recruit while 35% of respondents said that support staff were the most difficult role to recruit for.
- 5.3. 44% of respondents said that recruiting teachers was their biggest staffing challenge while 62% said that a lack of suitable candidates was the biggest obstacle when it came to recruiting

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National Governance Association, 36 Great Charles Street, Birmingham B3 3JY I 0121 237 3780 Registered Charity (Reg.No. 1070331) and a Company Limited by Guarantee (Reg.No. 3549029). VAT No: 878 5744 57 working arrangements and home working. Restoring competitiveness therefore necessitates sustained above-inflation pay rises over several years

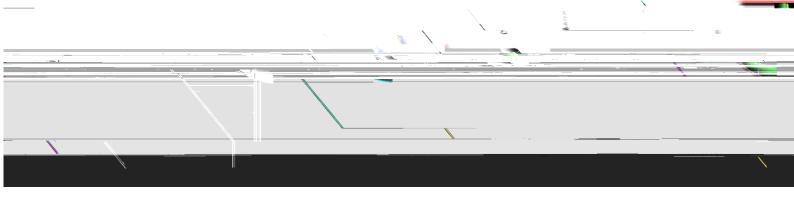
There is a significant amount of other data that puts the issue of recruitment and retention into a wider context and will be of concern to all those governing. A <u>House of Commons report</u> on teacher recruitment and retention published in December 2023 highlights that, over the past decade, the overall number of qualified teachers in state funded schools has not kept pace with pupil numbers. The statistics on teacher retention are alarming. Approximately 44,000 full time equivalent teachers left the state-funded sector in the 12 months to November 2022. As of November 2022, 13% of newly qualified entrants to the sector were not working in the sector one year after qualifying, and 20% were not working in the sector two years post qualification. Evidence from the National Foundation for Education Research in November 2022 says that in almost half (45%) of state schools some maths lessons are being taught by teachers qualified in a different subject.

- 5.10. It is clear that much more work needs to be done to tackle the gender pay gap. A <u>2023 analysis of the</u> <u>gender pay gap in education</u> shows that difference between female and male secondary head teachers is the largest in 12 years, with women this year earning £3,908 less on average than their male counterparts. The gap for primary heads has continued to narrow but still stands at £2,181 less for women, on average. This is despite the existence of a 'national pay framework'.
- 5.11. The gender pay gap begins to increase from age 35-39, with the difference in average salaries more than doubling by the next age group (40-44), from £3,596 to £7,819. This year, the difference by age 60 and over for heads reached an average of £15,961.
- 5.12. And we know that the pay gap may be even worse for women of colour or those with disabilities

ct on several key recommendations in the report, including the call from the STRB for a comprehensive review of the pay framework for both classroom teachers and leaders.

5.13. Unless urgent and meaningful action is taken at national and regional level, then it is difficult to see what governing boards can do to effectively staff their schools when the problems exist at all stages of the profession and across the sector. Even if individual schools and trusts are successful in recruiting and retaining the staff they need, unless the (s)17.002 (ro)-2.998 o(d,b5 (a)72de9.004 (hoo)-2.002 (l)4.004 (s)-2.

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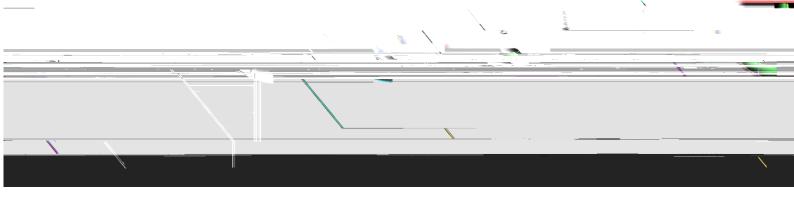
workload was too much (or worse) were far more likely to be unhappy with the time they had for

Hexible working arrangements can significantly enhance recruitment, retention, and well-being within schools and trusts. NGA has championed flexible working practice94.96 8418tNlwl ()9.004 (al.996 (2)-1.993 (a)9)

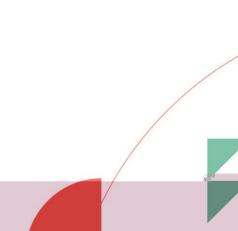
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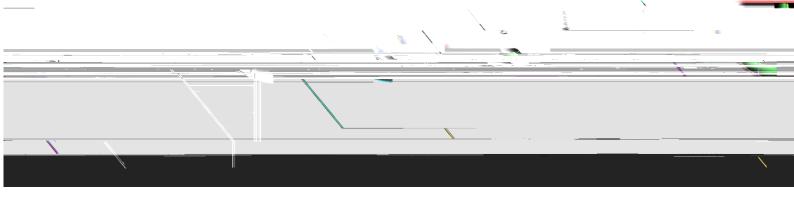
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