



Hackney News

October 2021

Pay: the big picture

Each September teachers receive the annual “cost of living” pay increase and the pay scales are updated.

However, for 2021 the government has frozen teachers’ pay, which will also lead to further problems in teacher recruitment and retention.

This is a real insult after the work staff have done during the pandemic. It is also a pay cut: the cost of food and fuel continues to go up, and inflation is predicted to reach 4 per cent this year. On top of this we all face the 1.25 per cent increase in National Insurance contributions next year. This comes on top of years of under inflation pay rises which has resulted in a dramatic fall in teachers pay in recent years (see table).

Our support staff have also seen a dramatic drop in their pay in real terms over the years and have been offered an insulting below inflation pay increase of 1.5 percent this year. We are consulting with the other support staff unions to coordinate our response and will hold a special support staff briefing after this.

The NEU will be campaigning with other unions for an end to this attack on pay and our union’s Joint General Secretary, Kevin Courtney, will be speaking at our next General Meeting on Monday 18th October. See details on the back page.

Teachers: Pay progression

Hackney NEU has negotiated a pay policy with Hackney Education, which schools should adopt. The policy maintains a six-point Main Scale (M1-M6) and a three-point Upper Pay Scale (U1 – U3). Please check the pay policy on the Hackney Education website for the Leadership and Lead Practitioner scales. It also includes reference to the Covid pandemic, which has had a huge impact on schools and teachers’

Scale Point	Inner London 2010	2020+CPI (2021)	Actual 2021	Difference
M1	£27,000	£34,782	£32,157	£2,625
M2	£28,408	£36,596	£33,658	£2,938
M3	£29,889	£38,504	£35,226	£3,278
M4	£31,446	£40,510	£36,866	£3,644
M5	£33,865	£43,626	£39,492	£4,134
M6	£36,387	£46,875	£42,624	£4,251
U1	£41,497	£53,458	£46,971	£6,487
U2	£43,536	£56,085	£49,279	£6,806
U3	£45,000	£57,971	£50,935	£7,036

working, and it may have affected your ability to fulfil your appraisal objectives. This has been recognised by Hackney. The only exceptions to this are teachers who, prior to “lockdown”, were subject to a formal capability process or who, in the mid-cycle review, had been told there was a risk of non-progression.

If you are on any point below M6 or on U1 or U2, the school must review your pay and decide whether to move you to the next point. By

October 31st you are entitled to receive a notice from your school with details of your salary, how it is broken down, and whether you are moving up a point this year. **Please note that you do not need to “apply” to make pay progression if you are on any of**

these points (see paragraph 4 below).

“No Surprises!”

Progression should be based on Performance Management Reviews: if they are successful Hackney Pay Policy makes clear that teachers should expect pay progression each year unless concerns have been raised during the year and the teacher given opportunities to address them. Where a school decides not to award pay progression, they must inform the teacher concerned in writing, setting out the reasons for the decision and their right to appeal. Teachers on the Early Career Framework should progress after their first year.

Moving onto the Upper Pay Range (U1)

If you wish to apply to move onto the Upper Pay Range you should discuss this at your initial Performance Management meeting when you reach M5, so that your objectives can be set in line with the Upper Pay Range criteria. It is important that your Appraisal objectives give you the opportunity to address these in the year in which you intend to make an application. You can then apply to progress: in our view the process

Please come to the briefing on pay (see back page)



The government has not only frozen our salaries, it is in effect a pay cut.

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Pay: the big picture

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should not be over-long or require huge amounts of documentation.

TLRs, “wider responsibilities” and the Upper Pay Range

You should not be expected to take on the responsibilities of a TLR holder, such as leading a curriculum area, to move onto or progress on the UPS. Sometimes teachers are expected to do this if they are on the Upper Pay Range – this is a particular issue in some primary schools. NEU advice is that it is **not appropriate for schools to ask any teacher to take on a whole school responsibility without an extra payment**; this includes teachers on the Upper Pay Range, which is a pay range for performance and not for extra work. This is based on the The School Teachers Pay and Conditions Document (STPCD) is very clear on this:

“Teachers are expected to contribute, both orally and in writing as appropriate, to curriculum development by sharing their professional expertise with colleagues and advising on effective practice. This does not mean that they can be expected to take on the responsibility of, and accountability for, a subject area or to manage other teachers without appropriate additional payment.”

As part of the Teacher Standards all teachers are expected to “*make a positive contribution to the wider life and ethos of the school*”. This

requirement is covered by teachers taking part in whole school activities, the pastoral care we provide, collaborating with each other, contributing to INSET, working with parents and governors and more. For teachers on the Upper Pay Range that could include mentoring NQTs, supporting a colleague or colleagues, or developing something in a particular area of their work you are interested in – not a permanent responsibility for a curriculum area. Schools should not expect the requirement that a UPR teacher demonstrate that they have made a “substantial and sustained” contribution to the school to mean extra responsibilities. This requirement is in respect of their day-to-day work and the expectations set out in the Teacher Standards.

You have a right to appeal

If you are not awarded progression you are entitled to appeal against the decision. Appeals can be made on several grounds, and we can advise and support you in this. Whether you decide to appeal or not you should make sure that the school is supporting you in addressing any areas of concern that lead to the decision so that you can be successful next time.

If this is an issue in your school, please discuss it with colleagues and contact us for advice and support – we can, and will, help you. ■

Support staff pay and conditions

February 2021

The trade unions lodged the following pay claim for ‘Green Book’ staff:

- A pay increase with a minimum of 10 per cent;
- A reduction of the working week to 35 hours with no loss of pay;
- A minimum of 25 days annual leave, plus public holidays and statutory days.

May 2021

The employers have

made the following one-year offer to the unions:

- An increase of 1.5 per cent on all NJC pay points 1 and above.

August 2021

The unions have rejected the latest pay offer for state sector education support staff and are considering balloting for industrial action.

The National Employers’ side of the National Joint Council (NJC) has made what it

described as its “final” offer on 27th July.

It included a 1.75 per cent rise for the vast majority of staff, but with a 2.75 per cent increase in pay for anyone earning less than £18,198 (Full Time Equivalent – FTE) a year.

Any final agreement on pay will be backdated till 1st April.

Note: The NEU does not yet have full national negotiating rights for support staff.

Health & Safety: Covid



Could you and safety

The past 18 months have shown the vital importance of decent health and safety measures in our schools. We have seen that we cannot rely on the government and the current systems to guarantee the safety of staff and of our students and their families.

We are proud of the role the NEU played, especially in January, in preventing the government from prematurely reopening schools whilst the delta variant was rampaging through society. It was the action of the NEU, its reps and health and safety reps on the ground which resulted in fewer cases and ultimately fewer deaths both locally and nationally. Alongside this our health and safety reps played an important role in checking risk assessments and ensuring reasonable adjustments are made for those with disabilities or support for returning into work from illness.

But beyond Covid there are many other health and safety issues that confront us from Asbestos in schools to work-related stress and mental wellbeing.

Reps have rights by law

We are keen to increase the number of health and safety reps as they play a really important role in all aspects of school life. Safety reps have a number of rights by law and are entitled to investigate complaints, carry out regular inspections and be consulted by



Can I become a health and safety rep in your school?

the employer over health and safety issues.

Safety reps are democratically elected and are entitled to receive facility time (paid time to carry out their duties) and support for their work as safety rep. This might be to carry out inspections of the workplace to look at ventilation in rooms, potential hazards, safe working environments and to look at how employers employ good practices to support mental wellbeing. While one NEU safety rep will usually be sufficient in most schools, more than one can be appointed.

Our reps receive excellent training and guidance as part of a national training programme and there is also a supportive network of HS reps who share with each other what is happening across schools and regions, helping to build good practice. It is a very rewarding role.

If you feel this is something you would like to be involved with, you can undertake the role on your own or jointly with another member of staff.

We look forward to you joining our Hackney Health and Safety Rep Team.

● **Sandra Hall and Sarah Byrne**

Teacher pensions

Check yours!

It is important members check their pension entitlements, by registering on the Teachers Pensions website. You will need your national insurance number to do this: www.teacherspensions.co.uk.

Please do so and urge your colleagues as well. It allows you to see what your pension entitlements are and gives advice on additional contributions, what to do during maternity leave and so on. Be aware that pension schemes vary, depending on age, because of changes made to the scheme ten years ago.

We have had cases of members' contributions not being credited, leading to loss of pension on retirement. It is a lot easier to check it now, and to get it sorted than to discover it in 20 years time. You should check the dates and make sure there are no gaps, even of a day! If you do find a problem, speak to your school. The person at Hackney Education to contact is the Deputy Payroll/Pensions Manager Lorna Mills: lorna.mills@hackney.gov.uk

In addition, you can nominate a beneficiary: this means that if the worse happens and you die in service your spouse/partner/family can obtain benefits and your children can receive a pension while they are in full time education or if they.

See the NEU website for resources: <https://neu.org.uk/pensions> or contact Lighthouse who can provide free advice: neu.org.uk/lighthouse-financial-advice

Workload – directed time

Retackling the issue of unsustainable workload

“We must go on doing all we can to support removing unnecessary workload for teachers and school leaders.” Amanda Spielman to ASCL conference, 2018.

“Two things are clear. Nobody intentionally sets out to create unnecessary workload, and everybody involved in education – from Government ministers to classroom teachers – has a role to play in reducing the burden.” An extract from the independent review group reports on reducing unnecessary teacher workload.

“Many teachers are having to work way too many hours each week on unnecessary tasks, including excessive time spent on marking and data analysis.” Damien Hinds (Education Secretary 2018-19)

Remember before Covid when Ofsted, the DfE, all the teaching union the National Governance Association and numerous education publications and journalist all agreed that workload in schools was unsustainable and had to be dealt with?

Such was the problem with two out of every five teachers leaving the

profession that a combined task force was set up to try to find ways to alleviate it. This resulted in a number of publications dedicated to reducing workload and a DfE workload reduction toolkit.

Then the pandemic hit and this was all pushed to the background as we all pulled together to try to keep the education system running. Now we are (hopefully) coming towards the end of the covid crises there seems to be a collective amnesia about the issue of workload. The understandable desire to compensate for our students' negative experience over the last 18 months has led to more demands and expectations on teachers and support staff. We are all expected to do a little bit extra for the catch-up curriculum. The

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Workload

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 problem with this is that we were already working beyond the reasonable limit and have precious little left to give.

This is being steered by government and Ofsted who continually float ideas such as removing the (1265) limitation on directed time, calling for extended school days or Saturday schools and suggesting cutting school holidays.

Some of this is no doubt kite flying designed to keep the profession on the defensive whilst they set about

re-establishing the exam factory system and keep down our pay but it is having an effect.

We need to reassert ourselves as a profession and reclaim our pedagogical practice. We do not mind putting in the hours to try to engage our classes and give them a meaningful educational experience but we do object to the hours of work we are expected to perform to satisfy an accountability agenda that has a distrust of education workers at the heart of it.

Early Careers Teachers

This September marks the start of the new Early Career Framework for new teachers. The government claims that this will offer much more support for new teachers. We will wait and see. However, there does seem to be a dramatic increase in monitoring, and we have heard a few concerns about unmanageable workload. If you are an ECT, a mentor a tutor and have concerns about this please email me at david.davies@neu.org.uk

NEU reps

Could you be a school rep?

There are many reasons why you should consider being one.

- It is rewarding: supporting and advising others.
- It is a role which allows you to develop your communication and organisational skills.
- It means that you are kept up-to-date on key developments in education.
- You have opportunities to discuss and organise around issues in education, equalities and a whole range of political issues.
- You will make a difference: negotiating with your head teacher, speaking on behalf of members, putting forward ideas from your union group.

Facility time is available. Schools have funding to allow you to have regular time-off to carry out the role. You will be offered training – both locally and nationally. In Hackney NEU a group of local officers are there to support and advise you. Many of us are or have been school reps, so we can give you very practical advice. Our regional and local officials are also there to support reps in schools.

School reps are a vital part of the union. Each day as a school rep can be different: you might discuss a new appraisal policy with the head, advise a member on pay and another on excessive workload, speak to NQTs about joining the union or arrange a union meeting to discuss climate change. Each day can be different, but you make a difference!

Contact the Hackney NEU office if you would like to find out more.



KNOW YOUR RIGHTS

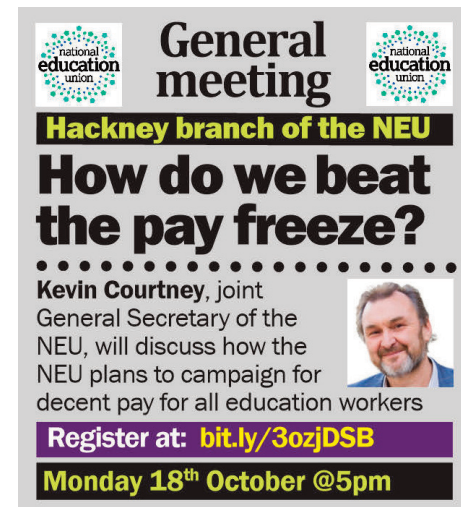
national education union Hackney

Who makes decisions about your pay?
 Do you know what point you are on?
 Do you have to apply for progression?

SPOTLIGHT ON TEACHERS' PAY

Do you have to take on extra roles?
 Can you appeal against pay decisions?
 Can we beat the pay freeze?

Wed 13th October
 5:30pm on Zoom
 Register at: bit.ly/3ufgGHC



national education union

General meeting

Hackney branch of the NEU

How do we beat the pay freeze?

Kevin Courtney, joint General Secretary of the NEU, will discuss how the NEU plans to campaign for decent pay for all education workers

Register at: bit.ly/3ozjDSB

Monday 18th October @5pm



Hackney NEU calendar 2021-22

Monday 18th October – General Meeting
 Half-term: 25th to 29th October

Monday 15th November – General Meeting
 Monday 26th November – Reps' training

Xmas holidays: 17th December to 4th January

Monday 24th January – General Meeting (prioritisation of conf. motions)
 Half-term: 14th to 18th February

Monday 21st February – General Meeting (amendments to conf. motions)
 Monday 21st March – Annual General Meeting / GM

Easter holidays: 1st April to 19th April
 NEU Conference 2022: 10th to 14th April

Monday 9th May – General Meeting
 Half-term: 30th May to 3rd June

Monday 20th June – General Meeting / end of year celebration
 End of term: Friday 22nd July 2022



national education union Hackney

How to contact Hackney NEU

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All social media is currently being updated