



ANNUAL CONFERENCE

2015

HARROGATE

FINAL  
AGENDA

INCLUDING  
AMENDMENTS TO  
MOTIONS AND  
ALLOCATION  
OF CONFERENCE  
SESSIONS

3 – 7 APRIL 2015

**NUT Standing up  
for Education**

## ARRANGEMENTS FOR SPEAKERS

**Delegates are reminded of the new arrangements for speakers' cards that have been in operation since last year:**

- The Speakers Card Table will open at 3.45pm on Friday 3 April to receive speakers' cards.
- There is no limit to the number of cards that may be handed in at one time.
- After the Opening Session, cards may be handed in 15 minutes prior to the start and during any subsequent session of Conference.
- Please hand your cards in as soon as you can to aid administration.
- Cards will be put in a random and female/male speaker order before each day of Conference – Speakers Lists will be printed and displayed in the Conference Venue (extra copies will be available from the Conference Office and Card Table).
- Cards handed in on the day of the debate will be added to the end of the speaking order.
- Speakers cards for Priority Motions or Suspension of Standing Orders may only be handed in after the CBC report has been distributed to delegates.



**National Union of Teachers**

# Final Agenda

**Annual Conference**

**Harrogate 2015**

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# I - NOTES

## 1. VOTING PROCEDURES – MOTIONS AND AMENDMENTS

1. Standing Orders provide as follows:
  - (a) Standing Order 18

“Every motion shall be put to the vote by a show of hands. No Division shall be taken unless the vote be challenged and the challenge supported by 200 members of Conference rising in their places, or the Chairperson so decides”.
  - (b) Standing Order 19

“When a Division is taken, all members of Conference shall remain seated until the Chairperson announces that the voting has concluded. Accredited members who are temporarily absent from the Conference session may authorise other members of Conference to cast votes on their behalf”.
2. In the event of a **DIVISION** called at Conference, each Constituent Association has one vote for every member (other than student members) recorded as being in membership in the year preceding the Conference.
3. The set of Division cards included with the material supplied to each member of Conference has been bar coded to incorporate the information necessary for the votes to be counted by computer. For this reason the cards are personal to the individual member of Conference.
4. It is essential therefore that the cards must on no account be signed by anyone other than the person whose name appears on them, as this will invalidate the vote.
5. The Chairperson, when announcing a **DIVISION**, will inform Conference which number Division card is to be used and this should be completed by signing either the **FOR** or **AGAINST** section.
6. A Scrutineer will collect the signed card from you.
7. The Chairperson, will announce that the voting has taken place when all the cards have been collected, and normal business will proceed.
8. If the cards are lost please report this immediately to the Reception (Friday or Saturday morning) and to the Conference Office thereafter and steps will be taken to issue replacements as quickly as possible. Replacement credentials will require a photograph of the bearer. Should lost cards be subsequently found they *should not* be used. They will have been cancelled on the computer and if they are used in a division will be shown as invalid and the vote *will not be counted*.

## RULES OF DEBATE

9. (a) Where an amendment is under discussion, the debate on the amendment may be closed by a motion "That the question be now put" being moved and seconded, and carried, such motion being put to the meeting without debate; but no speech shall be interrupted for the purpose of proposing such a motion. Nor may any such motion be moved unless and until the amendment has been moved and seconded, and further, unless and until at least one speech has been taken against the amendment if there are delegates who have indicated an intention to speak against. No division shall be taken on such a motion.
- (b) The Chairperson shall then decide whether the debate on the motion is necessary and when the time has come when the motion may fairly be put.
10. In addition to the general privileges of debate:
  - (a) The right of reply shall be exercised only after the closure has been applied and subsequently no further debate shall be allowed on the question.
  - (b) No member shall speak more than once on the same motion nor on the same amendment except in the exercise of the right of reply and no new matter shall be introduced by the mover in reply.
11. When the Chairperson rises to speak, all present shall immediately take their seats and any member of the Union who shall wilfully disregard the ruling of the Chairperson after due warning, or shall be guilty of gross disorderly conduct in interrupting the proceedings of Conference, shall be immediately suspended from further attendance at Conference and shall have his or her conduct dealt with under Rule 38 or 39 of the Union (temporary or permanent exclusion from the National Union of Teachers).

## SUSPENSION OF STANDING ORDERS

12. (a) A Notice of motion to suspend Standing Orders shall be given in writing, signed by at least 200 members of Conference who in the notice give details of the name of their local association/division together with their membership number.
- (b) The CBC shall decide both the time in the order of business it is proposed to debate the suspension of standing orders and also the time it is proposed to debate the issue giving rise to the suspension. Neither time can include the time marked • allocated for formal business in the Agenda. The time stipulated by the CBC for debate on the Suspension of Standing Orders should be at least one hour of Conference business time after the Notice has been received.

## GENERAL

13. No motion or amendment may be withdrawn without the consent of Conference.
14. If in the opinion of the Chairperson it would be helpful to Conference to hear the views of an Advisory Committee which has discussed the matter being debated, or to hear the views of the Conference Business Committee, the Chairperson may seek the permission of Conference to call the appropriate Vice-Chairperson, to address Conference for a period not exceeding four minutes.
15. Each member of Conference and accredited observer shall be provided by the Union with a badge which shall be prominently displayed on their clothing during the whole of the time they attend a session of Conference. Members of Conference shall not transfer their badges to non-members of Conference and non-members of Conference shall not receive such badges and members of the Union acting in contravention of this provision shall be deemed to have acted contrary to the instructions of the Union and their conduct shall be referred to the Officers of the Union under the provisions of Appendix III of the Rules of the Union (National Disciplinary Committee).
16. There shall be no smoking in the Conference Hall.

## 2. EXECUTIVE REPORT

### 1. VOTING FOR PRIORITY OF AMENDMENTS

The Voting cards for the order of priority of amendments to the Executive Report will be collected by the scrutineers at the end of the First Session. Members of Conference are advised that in accordance with Standing Order 10(a), Members of Conference shall vote for **one** amendment only within each Section of the Agenda for Conference which they consider most important on the card provided. The Report of Stoke Rochford Management Limited does not form part of the Executive Report.

### 2. REFERENCE BACK AMENDMENTS

Divisions and associations have been invited to append an explanatory note of up to 50 words in order to explain the purpose of the reference back. This note is printed in the Final Agenda but will not form part of the amendments as it may appear in the minutes, if adopted by Conference. The purpose of the note is purely to inform delegates and facilitate the prioritisation of amendments to the Report of the Executive.

**3. CONFERENCE BUSINESS COMMITTEE – ELECTION OF MEMBERS**

The voting papers for the election of the Conference Business Committee should be placed in the special ballot boxes at the exits from the Conference Hall. Voting can take place from the commencement of Conference until the termination of the Seventh Session (5.30pm Monday 6 April).

**4. SPEAKERS**

Representatives who wish to speak on any motion before Conference should submit their name on the Speaker's cards sent with the Final Agenda.

Delegates are reminded of the arrangements now in force:

- i) Cards may be handed in any time during the fifteen minute period prior to the opening of Conference and at any time during the session;
- ii) Thereafter cards may be handed in fifteen minutes prior to the commencement of any subsequent sessions and at any time during a session of Conference.
- iii) Cards will be put in a random and female/male speaking order before each day of Conference and the speaking order will be made available to members of Conference.
- iv) Cards handed in fifteen minutes prior to the commencement of the day and at any time during the day of the relevant debate will be added to the end of the speaking order.
- v) Where a report of the CBC and the timing of Priority Motions or Suspension of Standing Orders occur in the same Conference day, speakers' cards received up to one hour before the commencement of debate will be ordered in line with SO (c). Cards received thereafter will be placed at the end of the speaking order in female/male order.

**5. EXECUTIVE MOTIONS**

The terms of any motions to be introduced by the Executive under rule 30(g), will be circulated.

**6. PRIVATE SESSIONS – QUESTIONS OF UNION ACCOUNTS AND REPORT FROM STOKE ROCHFORD MANAGEMENT LIMITED**

- (a) Standing Order 20(a). Members of Conference as defined in Rule 26 may submit questions to the Treasurer of the Union and the Chairperson of Stoke Rochford Management Limited on their respective Reports. Only written questions received at least seven days before the commencement of Conference shall be considered. Such questions should be submitted to the Assistant General Secretary at Hamilton House in the case of questions to the Treasurer and to the Company Secretary of Stoke Rochford Management Limited.

- (b) Standing Order 20(b). The Treasurer and the Chairperson of Stoke Rochford Management Limited\* shall reply to the questions prior to the adoption of the Financial Statements or the reception of the relevant Company Report and the Conference Business Committee shall allocate time for this purpose.

\*Copies of all such questions will be circulated to delegates during Conference.

## **7. UNFINISHED BUSINESS**

In ordering business for the final session of Conference the vote attached to each Motion at the priority voting stage will determine the order of business for the final session of Conference. Those Motions and Amendments on which debate has commenced will be taken first.

## II REPORT OF THE CONFERENCE BUSINESS COMMITTEE – ALLOCATION OF CONFERENCE TIME

The Conference Business Committee has agreed the following allocation of Conference time to the various sections:

		<b>Motion</b>	<b>Page</b>
<b>Friday 3 April</b>			
<b>1<sup>st</sup> Session</b>	Minutes	1	11
(Public)	Appointment of Scrutineers	2	11
4.30-6.00 pm	Installation of President		
	Vote of thanks and presentation to Ms Max Hyde	3	11
	Reception of Union Guests	4	11
	Report of the Teachers' Assurance	5	11
	Report of the Teachers' Building Society	6	11
	Vote of Thanks to National Council & Boards	7	12
	Adoption of Standing Orders	8	12
<b>Saturday 4 April</b>			
<b>2nd Session</b>	Presidential Address		
(Public)	Report of Conference Business Committee	9	19
9.15-10.30 am	Reception of the Report of the Executive	10	19
	Reception of the Report of the Wales Committee	11	19
10.30 am-11.45 pm	Education: Primary	12-15	20
11.45 am-12.15 pm	Education: Secondary	16-17	25
12.15 pm-12.30 pm	Representative of the Year, Officer of the Year		30
<b>3rd Session</b>			
(Public)			
2.00-3.15 pm	Employment Conditions and Rights	18-25	31
3.15-4.30 pm	Education: General	26-29	50
4.30-5.00 pm	Accounts	30-31	60
(Private)			
5.00-5.15 pm	Report of Stoke Rochford Management Limited	32	60
(Private)			
5.15-5.30 pm	Report of the Examiners of Accounts	33	60
(Private)			
5.30 pm	Adoption of the Financial Statements	34	60
(Private)			

		<b>Motion</b>	<b>Page</b>
<b>Sunday 5 April</b>			
<b>4th Session</b>			
(Public)			
9.45-10.15 am	Education: SEN	35	61
10.15-11.30 am	Equality Conferences	36-38	63
11.30am-13.00pm	Strategy, Finance and Communications	39-49	67
<b>Monday 6 April</b>			
<b>5th Session</b>			
9.15-10.30 pm	Organising and Membership	50-53	91
(Private)			
10.30-11.45 am	Equalities Section	54-56	97
11.45am-12.30 pm	Resource Management	57-58	103
<i>The Blair Peach award will be presented during this session</i>			
<b>6<sup>th</sup> Session</b>			
(Public)			
2.00-2.15 pm	Presentation of the Fred and Anne Jarvis Award		105
2.15-2.45 pm	Strategy, Finance and Communications – Wales/Cymru	59	106
2.45-4.00 pm	Strategy, Finance and Communications (Continued)		107
4.00-5.30 pm	Employment, Conditions and Rights (Continued)		108
<b>Tuesday 7 April</b>			
<b>7<sup>th</sup> Session</b>			
(Public)			
9.15-10.30 am	Salaries, Superannuation & Education Economics	60-63	109
10.30-11.00 pm	International	64	116
11.00-12.00 noon	Unfinished Business		119
12.00-12.15pm	Adoption of the Annual Report of the Executive	65	119
12.15-1.00pm	General Secretary's Address to Conference		119
	Vote of thanks in relation to organisation of Conference	66-67	119
	Thanks to the Chair	68	119
	Close of Conference		
<i>The Steve Sinnott award will be presented during this session</i>			

### **III DEPUTATIONS TO ANNUAL CONFERENCE 2015**

#### **UK Guests**

Association of Teachers and Lecturers  
*Peter Pindle*

Association of Teachers and Lecturers  
*Mark Baker*

University and College Union  
*Liz Lawrence*

#### **British Isles Guests**

Educational Institute of Scotland  
*Larry Flanagan*

Educational Institute of Scotland  
*Tommy Castles*

Ulster Teachers' Union  
*Avril Hall-Callaghan*

Ulster Teachers' Union  
*Sandra Brown*

Irish National Teachers Organisation  
*Emma Dineen*

Association of Secondary Teachers in Ireland  
*Ray St John*

Scottish Secondary Teachers' Association  
*Seamus Searson*

Scottish Secondary Teachers' Association  
*Robert F Macmillan*

## **Overseas Guests**

Trinidad and Tobago United Teachers' Association

*Davanand Sinanan*

Cuba - Sindicato Nacional de Trabajadores de la Education

*Gertrudius Simon Pineda*

Kenya National Union of Teachers

*Wilson Sossion*

Kenya National Union of Teachers

*Fredrick Wekesa Sichangi*

Kurdistan Teachers Union

*Nadir Mustafa Qadir*

Kurdistan Teachers Union

*Barham Mustafa Ghafoor*

Pakistan - Central Organization of Teachers

*Shujat Ali*

General Union of Palestinian Teachers

*Ahmed Sehwil*

General Union of Palestinian Teachers

*Nadim Makhalfa*

Chicago Teachers Union

*Kristine Mayle*



**FIRST SESSION**  
**FRIDAY 3 APRIL**  
**4.30PM – 6.00PM**

# Opening Session of Conference

**Friday, 3 April**

(to be taken at 4.30 – 6.00pm)

(• indicates formal business)

The Chair will be taken at 4.30pm by Ms Max Hyde (President) who will declare the Conference open.

- **Minutes**

**MOTION 1** MS LINDA GOODWIN (for the Executive) to move,  
MS ANNE LEMON (for the Executive) to second:

That the Minutes of the Brighton Conference 2014 be signed by the President as a correct record of the proceedings. (Copies of the Minutes have been posted to every member of Conference).

- **Appointment of Scrutineers**

**MOTION 2** THE CHAIRPERSON to move:

That the following persons be, and are hereby, appointed as Scrutineers of the votes recorded during Conference:

John Roberts, Ian Donnachie, Tushar Singh, Chris Grant, Patrick Ginnelly, Nina Franklin, Bob Stapley, Avis Gilmore, Andy Woolley, Paddy Marshall, Kit Armstrong, Hilary Buckey, Ian Stevenson, Mike McDonald, David Evans, Rhoda Andruchow, Sharon A Anderson, Gareth Lloyd, Martin Ogilvie, Christine Hardacre, Noel Hulse, Gareth Lloyd, Jon Hegarty.

- **Installation of New President**

The PRESIDENT will introduce Ms Philipa Harvey, the President-elect, and install her as President for the ensuing year.

- **Vote of Thanks and Presentation to Ms Max Hyde**

**MOTION 3** MS ANNETTE PRYCE to move:

That the best thanks of the Conference be, and are hereby, tendered to Ms Max Hyde for her valuable services to the Union as Vice-President, and President; and that a record in permanent form of this resolution be presented to Ms Max Hyde as a memento of her years in office.

Ms Max Hyde will be presented with the Ex-President's Badge and a souvenir containing the above vote of thanks.

- **Reception of Guests of the Union**

**MOTION 4** THE CHAIRPERSON to move:

That Conference welcomes the Guests of the Union and invites representatives to address Conference.

- **Report of Teachers Assurance**

**MOTION 5** MR D FURNISS (Chief Executive) to move,  
MR J GLAZIER to second:

That the Report be now received.

- **Report of the Teachers' Building Society**

**MOTION 6** MR J BAWA (Chief Executive) to move,  
MS C BLOWER (General Secretary) to second:

That the Report be now received.

- **Vote of Thanks to Boards**

**MOTION 7** MS ANNE LEMON (for the Executive) to move,  
MS LINDA GOODWIN (for the Executive) to second:

That the best thanks of Conference be, and are hereby, given to the Boards of the Teachers' Provident Society Limited, the Teachers' Building Society and Stoke Rochford Management Limited for their attention to the interests of the Union during the year.

- **Adoption of Standing Orders**

**MOTION 8** MR IAN GRAYSON (for the Executive) to move,  
MS LINDA GOODWIN (for the Executive) to second:

- 1.a) The order of business shall be as set out in the Agenda published by the Executive, subject to the provisions of Rule 30, and subject also to the requirement that no debate shall be conducted, without the approval of Conference on a motion allocated to the Equality Section of the Agenda unless and until debate in the section for consideration of motions submitted under Rule 30(c) has been completed or closed.
- b) The order of formal business in the Agenda shall be decided by the Conference Business Committee.

**Conference Business Committee**

- 2.a) The report of the decision of the Conference Business Committee (CBC), on the allocation of business, as printed in the Final Agenda, shall be made available to members of Conference before the First Session of Conference. The report of the CBC may be amended by Conference.
- b) A Notice of amendment to the decision of the CBC shall be submitted to the Assistant General Secretary in writing and signed by 200 members of Conference who in the Notice shall give details of the names of their local association/division, or state the capacity in which they are attending Conference, together with the Conference Membership number.
- c) An amendment to the report of the CBC received prior to the adoption of Standing Orders shall be taken prior to the Reception of the Annual Report. The amendment shall be moved, seconded and debated.
- d) Any subsequent decisions of the CBC shall be subject to amendment by Conference. A Notice of amendment to the decisions of the CBC announced during a session of Conference shall normally be taken at the commencement of the next session. The amendment shall be moved, seconded and debated.

**Annual Report**

- 3.a) Following the adoption of Standing Orders for Annual Conference, the following motion shall be moved:-  
"That the Annual Report of the Executive be received".
- b) Upon the moving of the receipt of the Annual Report of the Executive the opportunity shall be made available to move that the Report of the Wales Committee be received.
- c) At the commencement of consideration of each Section of the Annual Report of the Executive, the following motion shall be moved:-  
"That the section/s of the Annual Report of the Executive be adopted".
- d) At least 15 minutes prior to the Address to Conference by the General Secretary at the final session of Conference, the following motion shall be moved at a time to be determined by the Conference Business Committee:-  
"That the Annual Report of the Executive (as amended) shall be adopted and printed for circulation".

## Motions

4. The proposer of a motion or an amendment shall be allowed to speak for four minutes except as provided in Standing Order No. 6. No extension of time shall be allowed except to the Treasurer of the Union in presenting the Report on the motion "That the Financial Statements be now received".
5. Each succeeding speaker shall be allowed four minutes except as provided in Standing Order No. 6.
6. The Examiners of Accounts and the Chairperson of Stoke Rochford Management Limited shall be allowed up to ten minutes to move the reception of their reports and the seconder shall be allowed up to five minutes.
- 7.a) The provisions of Standing Orders 4 and 5 shall not apply to a motion marked with an asterisk on the agenda in accordance with Rule 30(d)(i) of the Rules of the Union. The proposer of such a motion shall be allowed to speak for four minutes. It shall be seconded formally and put to the Conference without debate.
- b) The provisions of every standing order other than 7(a) shall, however, apply where an amendment to a motion marked with an asterisk has been properly submitted and has been dealt with by the Conference Business Committee, or where the Chairperson has received written notice of an intention to oppose such a motion before the end of the session previous to that in which the motion is to be moved.
- c) The motion on the Vote of Thanks and presentation to the retiring President shall be moved. The incoming President shall be allowed to add a formal supporting statement thereto with a similar reply of up to four minutes by the retiring President.
- d) Votes of Thanks shall be put to Conference without debate and no amendments shall be taken.
8. Members of Conference, as defined in Rule 26, who wish to speak on motions or amendments, shall hand in their cards to the Speakers Card Table in the Conference Hall:
  - a) Cards may be handed in any time during the fifteen minute period prior to the opening of Conference and at any time during the session;
  - b) Thereafter cards may be handed in fifteen minutes prior to the commencement of any subsequent sessions and at any time during a session of Conference.
  - c) Cards will be put in a random and female/male speaking order before each day of Conference and the speaking order will be made available to members of Conference.
  - d) Cards handed in fifteen minutes prior to the commencement of the day and at any time during the day of the relevant debate will be added to the end of the speaking order.
  - e) Where a report of the CBC and the timing of Priority Motions or Suspension of Standing Orders occur in the same Conference day, speakers' cards received up to one hour before the commencement of debate will be ordered in line with SO 8 (c). Cards received thereafter will be placed at the end of the speaking order in female/male order.
  - f) Members of Conference that have spoken three time or more during Conference will be added to the speaking order after cards handed in under Standing Order No. 8 a) b) and c). This shall not apply to movers and seconders of motions and amendments and members exercising the right of reply.

## **Amendments to Motions**

9. Amendments to original motions shall be submitted by Constituent Associations and Divisions in accordance with the Rules of the Union provided that the Executive shall not be restricted to the number of amendments to such original motions but shall abide by the timetable set out in the Rules.
  
- 10a) Subject to Standing Order 10(b) where there is more than one amendment to a section of the Report of the Executive, members of Conference shall vote on the order of the amendments by show of hands.
  
- b) Where a Constituent Association or Division wishes to withdraw an amendment to the Report of the Executive, a request must be made to the Assistant General Secretary# in writing no later than 30 minutes before the beginning of the First Session (Friday evening) for submission to Conference for approval, before members vote in accordance with Standing Order 10(a).
  
- 11.a) Any urgency or priority motion submitted under Rule 30(g) shall be considered by the Conference Business Committee who shall place it in an appropriate position on the Agenda. However, in accordance with Rule 30(g), no urgency or priority motion of the Executive shall be debated unless Conference so decides by a majority vote after the suspension of Standing Orders has been moved. The motion to suspend Standing Orders shall be put to the vote after it has been moved and formally seconded and not more than one speech made in opposition.
  
- b) Amendments to any urgency or priority motions submitted by the Executive in accordance with the provisions of Rule 30 shall be submitted to the Assistant General Secretary# in writing with the name of the mover and seconder attached. Amendments to such motions submitted 90 minutes before the end of the session prior to the session in which such motion is to be considered, will be considered by the Conference Business Committee in accordance with the provisions of Appendix II of the Rules of the Union. Subject to any alteration that may be made by the Conference Business Committee they will be printed and supplied to Members of Conference. Any amendment received after this time shall be placed on the Amendment Paper, in the order of receipt, after those amendments which have received the consideration of the Conference Business Committee.
  
12. Whenever an amendment is made upon any motion (other than adopting the Annual Report), no second amendment shall be taken into consideration until the vote on the first amendment is declared. Subject to the provisions of Standing Order No. 9, if that amendment be carried or accepted the amended motion shall be regarded for the purposes of subsequent amendments as the original motion and capable of further amendment. If the first amendment be negatived subject to the provisions of Standing Order No. 9 then a further amendment may be moved to the original motion but only one amendment shall be submitted for discussion at one time. In the event of a division on an amendment to a recommendation in an Executive Memorandum or to the Annual Report of the Executive, the Chairperson shall have discretion to continue the debate on subsequent recommendations or amendments without awaiting the result of the Division.

### **Decision of the Chairperson**

13. The decision of the Chairperson on any point shall be final. If any decision is challenged it shall be done at the next session of Conference as first business. The following procedure shall be adopted in dealing with any challenge to the decision of the Chairperson:
- a) The Chairperson shall vacate the Chair in favour of the Vice-Chairperson.
  - b) The Vice-Chairperson shall read out to Conference the decision of the Chairperson which is the subject of the challenge.
  - c) The member of Conference making the challenge shall then have five minutes to speak to the challenge.
  - d) The Chairperson whose decision is being challenged shall be allocated five minutes to answer the challenge.
  - e) The motion which will be the Chairperson's ruling will then be put to Conference without further debate.

### **Rules of Debate**

14. Any debate, except that on the main question:
- a) may be closed by a motion "That the question be now put" being moved, seconded and carried, such motion to be put to the meeting without debate; but no speech shall be interrupted for the purpose of proposing such a motion. Nor may any such motion be moved unless and until the amendment being debated has been moved and seconded, and further, unless and until at least one speech has been taken against the amendment if there are delegates who have indicated an intention to speak against. No Division shall be taken on such a motion.
  - b) A motion "That the main question be now considered" i.e. the adoption of the section, can be moved, seconded, immediately after the motion to adopt a section of the Annual Report has been moved and seconded. Such motion to be put to the meeting without debate. No Division shall be taken on such a motion.
  - c) Where an amendment is under discussion, the motion "That the question be now put" 14(a) shall apply only to that amendment. After the question has been put on any amendment, a motion "That the main question be now considered" can be moved, seconded and put to the meeting without debate. No division shall be taken on such a motion.
  - d) Debate on the main question may be decided to be unnecessary by the President or terminated by the President or by Conference. In the latter case it may be terminated by Conference upon its being moved, seconded and carried that "The main question be now put". No speech shall be interrupted for the purpose of proposing such a motion nor may any such motion be moved unless and until at least one speech has been taken against the main motion if there are delegates who have indicated an intention to speak against. No Division shall be taken on such a motion.
  - e) In the event of an Executive Memorandum containing more than one recommendation, then, subject to Standing Order 14(f), the debates on the recommendations to which amendments appear on the Conference Agenda shall take place in the order in which the recommendations appear in the Memorandum. The debate on each such recommendation, other than the last, may be closed by Conference passing the motion "That Conference proceeds to the next recommendation to which an amendment appears on the agenda". Such a motion shall always be subject to the provisions of Standing Orders 14(a) and 14(c), whereby the main question may be considered at any time.

- f) Debate in any section may be closed following the conclusion of a debate on an original motion by Conference passing the motion "That discussion in this section of Conference be terminated". Such a motion shall be put to Conference without debate. No Division shall be taken on such a motion.
  - g) If Conference approves a motion in accordance with the provisions of 14(f), there can be no re-opening of debate on that section and Conference will normally consider uncompleted business from an earlier section. The Chairperson may, however, seek the approval of Conference to bring forward the business of the next session.
  - h) In the event of the completion of business of a section before the end of the time allocated, Conference will normally consider uncompleted business from an earlier section. The Chairperson may, however, seek the approval of Conference to bring forward the business of the next session.
15. In addition to the general privileges of debate:
- a) The mover of an original motion shall have the right of reply upon the original motion or upon one amendment.
  - b) The mover of an original motion who has accepted an amendment shall have the right of reply upon the amended motion or upon one subsequent amendment;
  - c) Subject to the provisions of standing orders 15(d) and (e), the mover of an amendment which has been carried shall have the right of reply upon the amended motion or upon one subsequent amendment.
  - d) The mover of a motion for the adoption of a section of the Annual Report or the adoption of the whole Report of the Executive shall retain the right of reply notwithstanding that an amendment or amendments have been carried and shall, in addition, have the right of reply to one amendment.
  - e) The mover of a Memorandum of the Executive shall retain the right of reply notwithstanding that an amendment or amendments have been carried and shall, in addition and subject to Standing Order 15(f), have the right of reply to one amendment.
  - f) In the event that the recommendations contained in an Executive Memorandum are sub-divided into sections by subject or other classification, the mover of the Memorandum may, in addition to his or her right of reply to the debate on the Memorandum as a whole, exercise the right of reply on one amendment in each such section.
  - g) The right of reply shall be exercised only after the closure has been applied and subsequently no further debate shall be allowed on the question.
  - h) No member shall speak more than once on the same motion nor on the same amendment except in the exercise of the right of reply and no new matter shall be introduced by the mover in reply.
16. Any member of Conference, as defined in Rule 26, may move the procedural motion "the Previous Question" which for all purposes of order shall be dealt with as an amendment except that it shall have precedence over all other amendments. Any such motion shall be taken prior to the first amendment to a motion being moved, and shall be moved and formally seconded and not more than one speech made in opposition. Any such motion must be submitted to the Assistant General Secretary# in writing with the names of the mover and seconder attached.
17. When the Chairperson rises to speak, all present shall immediately take their seats and any member of the Union who shall wilfully disregard the ruling of the Chairperson after due warning, or shall be guilty of gross disorderly conduct in interrupting the proceedings of Conference, shall be immediately suspended from further attendance

- at Conference and shall have his or her conduct dealt with under Rule 38 or 39 of the Union (temporary or permanent exclusion from the National Union of Teachers).
18. Every motion shall be put to the vote by a show of hands. No division shall be taken unless the vote be challenged and the challenge supported by 200 members of Conference, rising in their places, or the Chairperson so decides.
  19. When a Division is taken, all members of Conference shall remain seated until the Chairperson announces that the voting has concluded. Accredited members, who are temporarily absent from the Conference session may authorise other members of Conference to cast votes on their behalf.
  - 20.a) Members of Conference as defined in Rule 26 may submit questions to the Treasurer of the Union or the Chairperson of Stoke Rochford Management Limited on their respective reports. Only written questions received at least seven days before the commencement of Conference shall be considered. Such questions should be submitted to the Assistant General Secretary# in the case of questions to the Treasurer and to the relevant Company Secretary in the case of questions to the Chairperson of Stoke Rochford Management Limited.
  - b) The Treasurer and the Chairperson of Stoke Rochford Management Limited shall reply to the questions prior to the adoption of the Financial Statements or the reception of the relevant Company Reports and the Conference Business Committee shall allocate time for this purpose.

#### **Suspension of Standing Orders**

- 21.a) A notice of motion to suspend Standing Orders:
- i) Shall be given in writing, signed by at least 200 members of Conference who in the notice give details of the name of their local association/division together with their membership number;
  - ii) The CBC shall decide both the time in the order of business it is proposed to debate the suspension of standing orders and also the time it is proposed to debate the issue giving rise to the suspension. Neither time can include the time marked • allocated for formal business in the Agenda. The time stipulated by the CBC for debate on the Suspension of Standing Orders should be at least one hour of Conference business time after the Notice has been received.
  - iii) The Motion to suspend Standing Orders shall be put to the vote after it has been moved and formally seconded and not more than one speech made in opposition;
  - iv) Should such a Motion be defeated, no second motion to suspend Standing Orders for the purpose of discussing the same subject shall be permitted;
  - v) Standing Orders may not be suspended unless a two-thirds majority be obtained.
  - b) The Chairperson in the interests of orderly debate may seek the approval of Conference to vary the order of discussion on amendments to motions without the necessity to suspend the Standing Orders.

#### **General**

22. No motion or amendment may be withdrawn without the consent of Conference.

23. If in the opinion of the Chairperson it would be helpful to Conference to hear the views of an advisory committee which has discussed the matter being debated, or to hear the views of the Conference Business Committee, the Chairperson may seek the permission of Conference to call the appropriate Vice-Chairperson, to address Conference for a period not exceeding five minutes.
24. Each member of Conference and accredited observer shall be provided by the Union with a badge which shall be prominently displayed on their clothing during the whole of the time that they attend a session of Conference. Members of Conference shall not transfer their badges to non-members of Conference and non-members of Conference shall not receive such badges and members of the Union acting in contravention of this provision shall be deemed to have acted contrary to the instructions of the Union and their conduct shall be referred to the Officers of the Union under the provisions of Appendix III of the Rules of the Union (National Disciplinary Committee).
25. Only members of Conference as defined in Rule 26 and accredited observers who are members of the Union shall be admitted to a private session of Conference.
26. Mobile telephones and all other hand-held communication devices should be switched off or placed on silent mode whilst the Conference is in session.
27. There shall be no seating plan in the Conference Hall. Delegates should not reserve seats unless arrangements are made with the Conference Office to accommodate specific delegate requirements.
- # At Speakers Card Table close to platform. In the case of 10(b) this should be the Conference Office.

The needs of all disabled delegates will be taken into account and the operation of Standing Orders will be varied if necessary to take account of those needs.

**SECOND SESSION**  
**SATURDAY 4 APRIL**  
**9.15AM – 12.30PM**

## **Second Session of Conference Saturday, 4 April**

- **Presidential Address**

Ms Philipa Harvey will deliver her inaugural address to Conference.

- **Report of Conference Business Committee**

**MOTION 9**

MS KIRI TUNKS (for CBC) to move,  
MS LOUISE REGAN (for CBC) to second:

That the Report of the Conference Business Committee (see pages 6&7) be now received.

- **Reception of Annual Report of the Executive**

**MOTION 10**

MS ANNE LEMON (for the Executive) to move,  
MS LINDA GOODWIN (for the Executive) to second:

That the Annual Report of the Executive be now received.

- **Adoption of the Report of the Wales Committee**

**MOTION 11**

MR NEIL FODEN (for the Executive) to move,  
MS ANGELA JARDINE (for the Executive) to second:

That the Report of the Wales Committee be now adopted.

# EDUCATION: PRIMARY SECTION

**Saturday, 4 April**

**Second Session**

(to be taken at 10.30 – 11.45am)

## **MOTION 12**

ALEX KENNY (Executive) to move,  
AMANDA MARTIN (Executive) to second:

That the Education & Equality Section of the Annual Report of the Executive be adopted (Annual Report of the Executive pages 52-65).

## **OUR VISION OF PRIMARY EDUCATION**

### **MOTION 13**

(Lambeth) to move,  
(Lambeth) to second:

Conference notes:

1. The introduction of a new curriculum for primary schools in Sept 2014;
2. The continued focus of the government on testing in primary schools;
3. The new Baseline assessment in reception that is due to be introduced in September 2016; and
4. That none of the mainstream political parties have expressed any opposition to either the new curriculum or the testing regime in primary schools.

Conference believes that:

- i. The primary school curriculum is over-crowded, restricted and not age appropriate;
- ii. The primary school curriculum is based on the worst kind of transmission belt model of learning;
- iii. Children learn best when the curriculum is broad and balanced;
- iv. Children learn best with a curriculum based on experiential, investigative and creative learning;
- v. High quality play based learning has to form the basis of any good curriculum for young children;
- vi. Children thrive in an atmosphere free from fear of failure;
- vii. The continued and increased focus on high stakes testing, far from “raising standards” is having a negative impact on children’s education in our primary schools; and
- viii. Teachers and educationalists, not politicians, are best placed to devise a primary school curriculum.

Conference calls upon the Executive to:

- a. Continue to make the case that primary education should be shaped by teachers and educationalists rather than the political whims of any current government;
- b. Work towards a boycott of base-line assessments as the first step in undermining the basis of testing in primary schools;
- c. Work closely with those campaigning for an alternative vision for primary education including the Too Much Too Soon and Charter for Primary Education campaigns; and
- d. Work alongside these groups, towards the publishing of an alternative curriculum for our primary schools.

## Amendments

- 13.1** (Executive) to move,  
(Executive) to second:

In final section, "instructs the Executive to":

Delete Point b, re-letter accordingly and add a new point d) to read:

- d. Develop a campaign to abolish Baseline Assessment that draws from the successful experience of the 2011/12 campaign in Wales against the Child Development Assessment Profile. This campaign should:
  - i. Monitor and critique, working closely with Early Years teachers, the implementation of Baseline Assessment, addressing such issues as cost, commercialisation and quality;
  - ii. Make all teachers aware of the implications of baseline assessment: the tests are of no value to children - they are solely intended to monitor teachers and schools as pupils pass through the system;
  - iii. Seek a formal alliance with trade unions, professional organisations concerned with early years education, and others, to build a broad movement of opposition among parents and governors; and
  - iv. Work towards a boycott of baseline assessment, as part of a strategy to undermine testing in primary schools.

- 13.2** (Nottingham City) to move,  
(Nottingham City) to second:

Add new point:

- ix. Any assessment system should start from the child, should be a bottom up rather than the current top down model and should not increase teacher workload.

Add

- e. Continue to put pressure on the government to tackle teacher workload particularly around implementation of the new curriculum and new assessment procedures.

- 13.3** (Hackney) to move,  
(Lambeth) to second:

Add new point 5 in first section:

Conference notes that schools are being persuaded to start baseline tests from September 2015 as a trial. Conference agrees that schools should not take part in the early trial. The NUT should work with the NAHT and other unions and parents' groups, including a high profile media presence, to campaign vigorously against this early adoption.

Add point e in last section:

- e. Conference agrees to work with other campaigning groups to give parents, teachers and support staff information in the summer term to persuade schools not to start the scheme in Sept 2015.

- f. Conference agrees to begin a campaign towards a boycott in the summer term 2015, in time for members to be able to boycott the baseline assessments in the summer of 2016.

**13.4** (Cambridgeshire) to move,  
(Cambridgeshire) to second:

After "Conference notes" add a new point 5 to read:

5. That schools are being persuaded to start base-line tests from September 2015 as a trial.

Insert a new paragraph before "Conference Believes that" to read "Conference reaffirms its position that schools should not take part in the early trial."

Add new point e. to read:

- e. Work with other campaigning groups to give parents, teachers and support staff information in the summer term 2015 to persuade schools not to start the scheme in September 2015.

## **EARLY YEARS (COMPOSITE)**

**MOTION 14** SIMON BOXLEY (Havant) to move,  
(Cambridgeshire) to second:

Conference reaffirms the Union's Commitment to developmentally appropriate, play based early education to meet the complex personal, social, cultural and intellectual needs of under-fives, and restates the value of the work undertaken by well-informed, well trained Early Years teachers.

The Union notes the excellent observational and informal formative assessment practices in Early Years settings up and down the country which value the achievements of individual children, and enable them to acquire the essential social and personal skills they need to succeed in academic learning.

Conference notes:

1. The findings of The Marmot Review into Equity in Health published September 2014 which highlight how poverty and cuts to children's services continue to have a damaging impact on early learning and child development;
2. The work of the Charter for Primary Education, Save Childhood Movement and the Too Much Too Soon campaign, alongside NUT activists and others to challenge the imposition of overly formalised learning and standardised testing in the early years and in promoting evidence based and child lead playful learning environments;
3. That campaigns of resistance such as Defending the Early Years and Fairtest in the USA have successfully supported parents in boycotting tests in many states with approximately 60,000 parents boycotting in the state of New York alone;
4. The determination of the Coalition Government to introduce Baseline testing from September 2016 into Reception Classes. The contracts for these tests will be worth between 2 and 4.2 million pounds; and
5. NUT Conference 2014 voted unanimously to move toward "principled non-compliance" with baseline testing should it be imposed.

Conference reaffirms:

- i. Its opposition to all cuts to Early Years funding and the closure of settings used by young children and their families;
- ii. The importance of play-based learning till the age of 7 years; and
- iii. That multiple forms of assessment, that do not require standardised testing, remain the most effective tools for supporting children's learning in the Early Years.

Conference instructs the Executive to:

- a. Organise a workload ballot in the summer term 2015 of all primary teachers to boycott the implementation of the Baseline tests for 4 year olds due to be implemented from September 2016;
- b. Campaign for a yes vote in this ballot by encouraging Associations and Divisions to:
  - I. Hold meetings using the Too Much Too Soon and A Charter for Primary Education materials;
  - II. Organise meetings for parents, teachers, governors and Early Years practitioners such as the Primary Charter's parliamentary seminar on the future of Early Years Education, the "Standing up for Children" Seminar held in Cambridge and the "What is the Future for Early Years Education?" event held in Brighton to broaden the base of our networks; and
  - III. Support parent initiatives of non-compliance by producing a leaflet to be distributed to parents/carers of early years children explaining why baseline testing damages children's learning and development.
- c. Encourage Associations and Divisions to lobby MPs in the run up to the General election to commit to opposing baseline testing;
- d. Campaign for any incoming government to:
  - A. Repeal any laws on the testing of children in the Early Years;
  - B. Continue to work with early childhood experts and use peer reviewed research to develop a play based curriculum until the age of 7 years.
- e. Promote positive teacher assessment of children in the Early Years in opposition to narrow and inappropriate Baseline tests; and
- f. Seek professional dialogue with ministers to ensure that such assessment is undertaken as the norm across the sector.

**14.1** (Cambridgeshire) to move,  
(Cambridgeshire) to second:

After "Conference instructs the Executive to", in point a:

Insert "national" after "Organise a";

Insert "early adopter or formal," after "Baseline tests".

Delete "due to be implemented from September 2016".

**PRIMARY EDUCATION – PLAY  
MOTION 15**

(East Riding of Yorkshire) to move,  
RICHARD LINNELL (Lincolnshire) to second:

Conference notes that primary schools are now being driven more and more towards a test and accountability culture which in turn makes them drive children of primary age to be educated in a formal way. They are having to produce more and more data for Ofsted and Estyn.

Conference recognises that learning through play has long been known to support the development of communication and social skills and that over-formalisation of learning can cause disaffection with school. Conference calls for play in the curriculum at KS1 to reflect the needs of the children and not be relinquished in favour of outcomes to be achieved.

Conference further notes with concern that additionally, lunchtime and break times are being used for coaching and cramming sessions thus depriving primary age children of their fundamental human right to play and to have free time to socialise with their peers.

Conference recognises that in countries such as Finland, children have 45 minute lessons followed immediately by 15 minute breaks. Article 31 of the UN Convention on the Rights of the Child states that children have the right to play and rest.

In addition, Conference is aware that this also impacts upon teacher workload whereby pressure is being placed upon teachers to also work through much of the school day to take these cramming and coaching sessions.

Conference calls upon the Executive to campaign in England and Wales for legislation to ensure that all children have a statutory entitlement to appropriate break times and lunchtimes.

# EDUCATION: SECONDARY SECTION

**Saturday, 4 April**

**Second Session**

(to be taken at 11.45 am – 12.15pm)

## **GCSE EXAMINATIONS (COMPOSITE)**

### **MOTION 16**

(Wakefield and District) to move,  
(East Riding of Yorkshire) to second:

Conference notes that the changes in GCSE over the past five years have done nothing to improve the educational experience of young people but have largely been introduced as a means of controlling teachers, not least through the invidious use of targets relating to GCSE outcomes in performance related pay. Specifically Conference notes:

1. Changes to coursework;
2. Changes to grade boundaries mid-course;
3. Prescriptive approach to the teaching of English;
4. The narrowing of the GCSE curriculum; and
5. The over-emphasis on so-called “core” subjects.

Conference further notes that these changes have resulted in excessive workload for teachers and poorer life chances for the students in their care, and condemns the way in which the Department for Education (DfE) has treated GCSE students and their teachers over the past several years.

Conference recognises that the current situation in respect of GCSE provision is one of huge confusion, and that students currently studying for GCSE and employers in future will struggle to meaningfully compare one set of results with another if the new grading system is brought in.

Conference condemns the by now routine denigration of the success and abilities of thousands of hardworking teachers and of the efforts of students in the recent past who may have achieved very highly and will now feel that such achievements are given less credence.

Conference further notes the proposed changing of letter grades to number grades to avoid “grade inflation”, and believes that this proposal to make a more defined notion of excellent achievement is flawed, disingenuous and a clear attempt to encourage an elitist education system which seriously disadvantages some of our most vulnerable students. It is merely another ploy in an overall plan which aims to undermine comprehensive education and deride the achievements of young people and their dedicated teachers.

Conference deplores the nature of a 9 point scale deliberately intended to make student, school and individual teacher success, as measured by results, more difficult to obtain. Where success was once measured by the old A-C boundaries, a new success mechanism will be from 9-5 (A-C from the past being equivalent of 9-4).

Additionally Conference believes that changing grading in such a way does nothing to improve the educational experience or understanding of young people but simply provides further barriers to school and student success and

attempts to limit staff pay through performance appraisal. By limiting opportunities for schools' success in turn, it makes them more vulnerable to accusations of failure and all the associated difficulties that brings with it. Changing letters to numbers does not of itself improve teaching and learning. Finally, Conference notes:

- i. The new GCSEs have been imposed in a very short time scale, and that proper consultation with teachers, parents and others has not taken place;
- ii. All the main political parties have committed themselves to going ahead with these flawed examinations;
- iii. They have been constructed according to a narrow and limited view of both the curriculum and assessment, so that students are assessed on a restricted range of knowledge and skills;
- iv. Such arrangements will not help prepare students for A level or higher education, where assessment is more varied and often involves extended independent work;
- v. The grade boundaries have been deliberately constructed so as to ensure that more students fail to reach the equivalent of what is currently deemed a C, and that schools will subsequently be deemed to be 'failing', and at risk of being penalised by Ofsted or of being forced into becoming an academy; and
- vi. The simultaneous or near simultaneous introduction of new GCSE syllabuses at the same time as the revised Key Stage 3 curriculum and new A level syllabuses is causing huge additional workload for teachers, and much stress for our students.

Conference instructs the Executive to:

- a. Initiate a public discussion as to the desirability of retaining exams at 16 and seek as wide as possible forum for debate and agreement about the suitability of post-14 curricula, qualifications and routes to employment in the future which will better equip young people for life in the 21st Century;
- b. Continue to campaign around GCSE as part of Stand Up to Education, and encourage teachers, schools and local Associations and Divisions to do likewise;
- c. Call upon a future government to review the new GCSEs, and to consult properly with teachers and parents on their content, assessment procedures and desirability;
- d. Consult with teachers about the GCSE curriculum and survey members on their experiences in introducing the new GCSEs; and
- e. Support any school where members feel workload is hugely increased by the introduction of the new GCSEs in negotiating with Headteachers and, if necessary, supporting action up to and including strike action under our current guidelines.

Conference further instructs the Executive to seek discussions with the DfE and Ministers of whichever party comes to power this year as soon as possible to seek agreement to:

- I. End the continual, non-negotiated changes to the GCSE curriculum;
- II. Return GCSE grading to its current evaluation system there being no relevant link between the new curriculum and the proposed change; and
- III. Ban the linking of Performance Related Pay with the numerical outcomes based on GCSE grades.

## Amendments

### 16.1 (Composite) (East London) to move, (Executive) to second:

In paragraph 6, replace the references to “A-C” with “A\*-C”

Add new eighth paragraph:

Conference notes with concern the findings of the recent Warwick Commission report, “The Future of Cultural Value” which showed that between 2003 and 2013 there was a 50% drop in GCSE entries for design and technology, 23% for drama and 25% for other craft-related subjects and believes that this trend is a result the pressure on schools to meet floor targets.

After Conference notes add new point vii):

The emphasis that schools are forced to place on Progress 8 has already had a narrowing effect on the curriculum at Key Stages 3 and 4. In this context, Conference welcomes the call of the Leader of the Labour Party for a curriculum that places greater emphasis on creativity, but warns that this cannot be achieved within the curriculum model constructed by the Coalition.

And new point viii):

- viii. The commitment of the Labour Party to the introduction of a technical baccalaureate. Conference notes that while broadening the curriculum offered to pupils at 14+ this proposal also has the potential to perpetuate historic divisions in English education between academic and vocational tracks, to the detriment of a unified framework of curriculum and assessment.

After “Conference instructs the Executive to” add at end of a:

The NUT will intervene in this discussion arguing that with the school leaving age having risen to 18, public exams at 16 are unnecessary.

And add new point f:

- f. Campaign alongside other organisations promoting arts and creative subjects to ensure that they are given their rightful place in a broad and balanced curriculum entitlement for all students at KS3 and KS4.

### 16.2 (Leeds) to move, (Central Nottinghamshire) to second:

Add new point IV at the end of the motion:

- IV. Replace the existing exam boards by a single publicly-owned, publicly-accountable agency, with teachers and teaching unions represented in its governance, and mandated to develop less punitive, less stereotyped, less education-distorting, and less stressful forms of assessment.

**SIXTH FORM  
MOTION 17**

JULIE PARKINSON (Bolton) to move,  
JULIA SIMPKINS (Bolton) to second:

Conference notes with concern the ongoing attacks on the Further Education (FE) and Sixth Form sector by the Coalition Government resulting in all children, but particularly children from working class backgrounds no longer having money to pay for essentials such as bus fares and lunches, thus making it increasingly difficult for them to access high quality sixth form education.

Conference urges the Executive to prioritise the fight to ensure that no further cuts are made and that recent cuts are reversed.

Conference condemns:

1. The loss of the Education Maintenance Allowance (EMA);
2. Widespread redundancies due to cuts; and
3. Devastating cuts to the pastoral budget.

Conference agrees to:

- i. Work with other unions to organise action up to and including strike action; and
- ii. Demand parity with the primary and secondary sectors for teachers in FE.

**Amendments**

**17.1 (Composite)** (West Hampshire) to move,  
(Executive) to second:

Paragraph 1:

Delete "Sixth Form" and replace with "Sixth Form Colleges"

Insert at the end of the second paragraph:

Conference further notes the continued disparity in terms and conditions of employment between the Secondary and Sixth Form Sectors, including the requirement in many colleges for a probationary period for qualified teachers.

Insert new paragraphs 3 and 4:

Conference deplores the huge cuts of almost 20 per cent in real terms to post 16 funding, which have resulted in students in sixth form colleges and FE colleges suffering bigger class sizes, shorter teaching hours, cuts in tutorial support and enrichment activities, the loss of the Education Maintenance Allowance and narrowing of the curriculum offer, while teachers have suffered from cuts in teaching posts and responsibility payments and increases in teaching time and workload. Conference notes that sixth form colleges, unlike schools and academies, are unable to claim back VAT on goods and services, costing most colleges over £300,000 per year, and calls on the Government to reverse the cuts to post 16 funding and to treat sixth form colleges, schools and academies equally with regard to VAT.

Conference recognises that the post 16 funding cuts have also affected schools with sixth forms but agrees that the impact has been much more severe on sixth form colleges which depend entirely on post 16 funding.

Insert at the end of the fifth paragraph:

4. The cut in funding for students over the age of 18.

Delete paragraph 6 and insert "Conference instructs the Executive to".

- i. Continue to work with other unions to secure the restoration of post 16 funding and the restoration of a better system of student support in place of the current grossly inadequate bursaries scheme.
- ii. Continue to support members in the post 16 sector, including through action up to and including sustained strike action as well as action short of strike action, and including supporting individual ballots for ASOS where the institution is not covered by a national ballot, in order to oppose cuts to jobs and working conditions and increases in workload and to secure fair implementation of the proposed pay structure in a way which restores pay comparability with schools but not at the price of further cuts or job losses.
- iii. Demand funding and VAT parity with the primary and secondary sectors.
- iv. Demand parity of terms and conditions of employment with the primary and secondary sectors for teachers in FE.

## **NATIONAL AWARDS**

**Saturday, 4 April**

**Second Session**

(to be taken at 12.15 – 12.30pm)

The President to present the Representative of the Year Award.

The President to present the Officer of the Year Award.

**THIRD SESSION**  
**SATURDAY 4 APRIL**  
**2.00PM – 5.30PM**

# **EMPLOYMENT CONDITIONS AND RIGHTS SECTION**

**Saturday, 4 April**

**Third Session**

(to be taken at 2.00 – 3.15pm)

**MOTION 18** HEATHER MACKENZIE (for the Executive) to move,  
JOHN PEMBERTHY (for the Executive) to second:

That the Salaries, Superannuation, Employment Conditions & Rights Section of the Executive be adopted (Annual Report of the Executive pages 70-85).

## **WORKLOAD AND ACCOUNTABILITY (COMPOSITE)**

**MOTION 19** STEVE NOLAN (Fylde) to move,  
(Oldham) to second:

Conference welcomes the work the Union has done in putting teacher workload and accountability high on the political agenda in the pre-election period.

Conference recognises that excessive workload continues to be one of the biggest contributors to low teacher morale and high teacher turnover. This was reflected in the Union's September 2014 survey where 90% of respondents said they had considered leaving the profession in the last two years because of workload. This is no wonder when the last government diary workload survey showing primary school teachers working an average 60 hour weeks, 56.5 hours in secondary schools and above that for head teachers, all exceeding the European working time directive.

Conference believes that workload resulting from an accountability system that does not trust teachers, excessive monitoring of the profession and cuts to support staff have negatively impacted on teachers' workload, on their health and emotional and personal well-being and have no recognisable benefit to children's education. Conference also recognises that the introduction of performance-related pay on the main spine has further added to workload with teachers being pressurised into trying to meet imposed and often unrealistic targets.

However, Conference also notes that much of a teacher's workload will still be made up of planning and preparing lessons and marking students' work. Conference does not support the further narrowing of the curriculum or the use of inappropriate commercial assessment packages as a means to reducing workload. Conference believes that a mandatory minimum of 20% PPA time for all teachers and a reduction in class sizes would be a significant step forward for the profession and should be prominent demands in the Union's campaign.

The pressures on teachers have been partially recognised by OFSTED's recent clarification that teachers are not expected to produce excessive written dialogue, produce detailed lesson plans or stick rigidly to particular methods of teaching or assessment. However, this clarification, along with any commitments arising from the Secretary of State's 'Workload Challenge', will only prove meaningful if they result in real and lasting improvements to teachers' current unsustainable workload. To make sure they become real gains, these announcements must be used to bolster the Union's 'Stand up for Education' campaign and to support an effective industrial action strategy.

Conference believes that it was consistent and determined campaigning and strike action by NUT members which forced the government to agree to a major consultation and review of teacher workload, and led to the publication of the "Ofsted clarifications".

Conference notes that there are rising numbers of children entering the school system, and that there are already indications that teachers are leaving the profession at a time when they will be needed more than ever.

Conference believes that making teaching an attractive profession must be a priority for the next government and that part of this must be tackling excessive workload and accountability measures.

Conference believes that trust in teachers and a commitment to ongoing high-quality professional development based on theoretically guided practice must be at the heart of the education system.

Conference rejects calls from some quarters for a curriculum offer based on extensive use of worksheets, on line exercises and other activities that offer little challenge or scope for creativity which would both further de-professionalise teachers and reduce the numbers of properly qualified teachers required.

Conference therefore endorses the Union's Action Programme to Reduce Teacher Workload and instructs the Executive to campaign publicly for the following measures to be adopted by the next government:

1. An accountability system based on trust, respectful professional dialogue and proportionality;
2. An end to Performance Related Pay;
3. A binding work-life balance policy for all schools;
4. A reduction in teacher working hours;
5. Increased PPA time in order to allow teachers to take control of collaborative planning of exciting and challenging lessons; and
6. Reduced class sizes to allow teachers to focus on the needs of individual children.

Conference further instructs the Executive to:

- i. Maintain and escalate our campaign of national strike action to win a National Contract that can legislate for a genuine work/life balance for all teachers;

- ii. Issue advice and guidance to NUT Reps and members on how they could go about winning beneficial changes at school level;
- iii. Support any school or groups of school where members indicate their willingness to take industrial action, up to and including strike action, where workload demands are excessive and causing teachers undue stress;
- iv. Publicise our ongoing action instructions, notably workload-impact assessments, to encourage staff to insist on an 'add one, take one away' policy – i.e. that any new initiative or task expected of teachers will only be accepted on the basis of an existing task being removed to ensure, as a minimum, no workload increase;
- v. Publicise the fact that Heads still have a professional responsibility to “lead and manage the staff with a proper regard for their well-being and legitimate expectations, including the expectation of a healthy balance between work and other commitments” and our preparedness to take action to achieve that balance; and
- vi. Encourage Divisions to conduct local publicity, stunts and activities to highlight the reality of teacher workload and to explain how it is damaging education.

## Amendments

**19.1 (Composite)** (Lewisham) to move,  
(Lewes, Eastbourne and Wealden) to second:

Delete all in paragraph 11 (“Conference therefore endorses the Union's Action Programme.....”) and replace with:

"Conference recognises that despite the steps taken by the Union to attempt to convince the government to take measures to improve the working conditions of teachers little of any significance has changed for the better. The new Secretary of State for Education, despite her promises, has completely failed to tackle the serious issues that teachers brought to her attention.

Conference therefore, in the first instance, instructs the Executive to campaign publicly for the following measures to be adopted and made statutory by the next government:

1. The replacement of Ofsted by an accountability system based on trust, professional dialogue and proportionality and under which all observations of teachers will have an agreed focus based around developing professional dialogue to improve practice and there will be no grading of lessons;
2. An end to Performance Related Pay and a requirement that all state funded schools give teachers pay portability and pay progression;
3. A binding work-life balance contract for all schools, a reduction in teacher working hours, including requiring head teachers to limit meetings to up to one per week of up to 1 hour in length for classroom teachers and to ensure that teachers are not directed to input or analyse data or submit lesson plans;
4. PPA time to be guaranteed and increased to 20%. This time should be under the control of individual teachers and will not be subject to direction; and
5. A legally binding limit to class sizes with the intention of reducing class sizes to allow teachers to better focus on the needs of individual children.

Conference also instructs the Executive to announce that, should negotiations not achieve significant gains in line with our demands by the end of the summer term, then the Union will be balloting for and taking escalating strike action in the autumn.

Conference also recognises that most members cannot or will not prioritise reading lengthy documentation from the Union. Communications about workload and our strategy for improving it need to be succinct and accessible. Members need to be aware at every stage of exactly what is happening and why. We need to reinvigorate our campaign and ensure members are fully aware of our realistic demands, how the achievement of these demands will immediately improve their working lives and have a clear understanding that there is strategy (outlined in point ii. below) in place for achieving this.

Conference also recognises that the 2012 ballot was conducted to include a wide range of attacks on our conditions of service as the basis of the dispute. A new ballot should be conducted to seek a mandate to pursue the specific demands set out in points 1-5 above. This will give a genuine focus to the campaign and provide members with clear objectives. This new campaign is a chance to galvanise members around national action to improve working conditions and ultimately education provision.”

In paragraph 12 (“Conference instructs the Executive to:”) delete i and replace with new i-iii and renumber accordingly:

- i. Start an education campaign among the Union’s membership immediately. In the coming weeks the main communications distributed to members, including “The Teacher” will prioritise:
  - a. Ensuring members are fully aware of our demands
  - b. Demonstrating to members how the achievement of these demands will improve their conditions of service and the education of pupils
  - c. Establishing with members that these demands are extremely unlikely to be met without an escalating campaign of national strike action. Communications should make it clear that lobbying, workload assessments, publicity stunts, casework etc. will not on their own lead to effective changes and the only solution no matter how inconvenient and difficult is a planned campaign of escalating strike action.
  - d. Explaining the strategy to members, giving them notice of the dates for strike action and convincing them of the need to take part in it.
- ii. Ballot members on the strategy of escalating discontinuous strike action and action short of strike action in September 2015 including post 16 institutions not included in the previous ASOS ballot. The first national strike day to be in October and a further 2 days of national strike action in November. With further national strike action to follow in January if no agreement is reached as part of an ongoing calendar of action.
- iii. Approach the other teacher unions in order to attempt to convince them to organise simultaneous action. However if this fails, the Union will campaign and strike independently.

**19.2 (Composite)** (North Yorkshire) to move,  
(Executive) to second:

Insert new paragraph before existing paragraph 7:

“Conference deplores the Government’s inadequate proposals following its Workload Challenge. Ignoring the responses of more than 44,000 teachers who had

highlighted the factors which make workload excessive and unsustainable, the Government's response was a missed opportunity, focusing on slowing down the pace of change and improving training but ignoring the high stakes system of accountability which is driving unnecessary workload for teachers and school leaders and making no meaningful proposals for change."

Amend paragraph 11 to read:

"Conference therefore endorses the Union's Action Programme to Reduce Teacher Workload and instructs the Executive to campaign publicly for the following measures to be adopted by the next Westminster Government and current Wales Government:

1. An accountability system based on trust, respectful professional dialogue and proportionality;
2. A requirement for all schools to limit workload related to marking, planning, data, meetings and observations;
3. Additional non-teaching days to prepare for curriculum and SEN changes;
4. An end to performance related pay;
5. An immediate target to reduce working hours and a phased introduction of binding limits on teacher working time; and
6. An increase in teacher numbers in order to:
  - i. Increase PPA time to 20 per cent to allow teachers to take control of collaborative planning of exciting and challenging lessons;
  - ii. Reduce class sizes in line with Union policy to allow teachers to focus on the needs of individual children."

Paragraph 11 - Delete i and replace with:

- i. Prepare and ballot for a national campaign of strike and non-strike action, seeking the involvement of other teaching unions, and non-teaching unions where appropriate, if no progress is made in talks with the new Government on these issues;

**19.3** (Kirklees) to move,  
(Hammersmith and Fulham) to second:

In paragraph 3, replace '... no recognisable benefit to children's education' with '... no recognisable benefit to children and young people's education'.

In paragraph 3, add at the end after 'unrealistic targets' the phrase: 'and will do the same when introduced in sixth form colleges next year'.

In paragraph 4, replace the phrase 'Conference believes that a mandatory minimum of 20% PPA time for all teachers and a reduction in class sizes would be a significant step forward for the profession ...' with 'Conference believes that a mandatory minimum of 20% PPA time for all teachers, including sixth form colleges where there is currently no PPA time, and a reduction in class sizes would be a significant step forward for the profession'.

In paragraph 11, add at the end of point 3: “and sixth form colleges”.

In paragraph 11, delete point 5 and replace with: “Increased PPA time in order to allow teachers in both schools and sixth form colleges to take control of collaborative planning of exciting and challenging lessons.”

In paragraph 12, add at the end of point i: “and sixth form colleges”.

In paragraph 12, point ii, replace “school” with “local”.

In paragraph 12, delete point iii and replace with: “Support any school, sixth form college or groups of these where members indicate their willingness to take industrial action, up to and including strike action, where workload demands are excessive and causing teachers undue stress.”

In paragraph 12, point v, insert “and Principals” after “Heads”.

**19.4 (Composite)** (Islington) to move,  
(Cambridgeshire) to second:

Add at end of motion:

Conference endorses the general secretary’s summation of the inadequacy of the new Education Secretary’s report on teachers’ workload as, “The government hasn’t listened. This is not good enough”.

In the light of the failure of the government to listen to the 44,000 teachers who took part in its workload survey conference also instructs the Executive to:

- a. Approach whoever is the education secretary after the general election and demand immediate talks to produce serious plans to reduce teacher workload, without harming the quality of education;
- b. While pressing for all the points listed above, at a minimum we should insist on the immediate implementation of the following:
  - i. Statutory guidance that teachers cannot be asked to submit planning for scrutiny unless they are in training or as part of an agreed support programme;
  - ii. Statutory guidance that the level and frequency of marking is a matter for a teacher’s professional judgement and should not be dictated by some arbitrary form or frequency dictated by the need to provide “evidence” that we are doing our job;
  - iii. Apart from the need to report on pupil progress once a year, statutory guidance that data input and analysis should NOT be carried out by teachers but that this job should be done by non-teaching staff;
  - iv. A minimum 20 percent guaranteed PPA time for all teachers and this should be under teachers’ control and not subject to direction. Schools should be obliged to seek to accommodate requests for shared and longer blocks of PPA time to facilitate collaborative planning and preparation;
  - v. Statutory guidance that there must be no grading of lessons in any observations, instead all observations should have an agreed focus based around developing professional dialogue and improving practice; and
  - vi. Recognition that reducing workload is impossible if education funding is reduced, so a government guarantee that funding per pupil will be at least maintained throughout the lifetime of the coming parliament.

- c. Ballot members no later than the autumn term for a campaign of escalating national strike action in order to win such gains, and to make clear both to the new government and to our members that this is what will happen unless significant progress is made on achieving these points before the start of the new school year in September;
- d. Issue notice to the government, heads and our members that, while teachers will want to collaboratively plan and to share plans and resources, the Union believes that teachers should not be asked to submit planning for scrutiny, unless they are in training or as part of an agreed support programme;
- e. Urge school groups to meet in the coming term and discuss the existing action short of strike action guidelines on planning and seek to win a position that from an agreed date all members in the school will not submit plans for scrutiny unless covered by the above exceptions; and
- f. Ensure that heads and members know that any attempt to discipline any member for such a refusal to submit planning for scrutiny will be met with full national support, up to and including sustained strike action in any school affected.

**19.5** (West Sussex) to move,  
(West Sussex) to second:

Add to “Conference believes”:

The NUT performance related pay survey found 30% of respondents had been denied progression. Heads are putting those at risk of not progressing on ‘support plans’ that micro manage them and demand a big increase in workload. Many teachers feel isolated, demoralised and even ashamed by this culture of blame and punishment, and just work longer hours.

The control that teachers have over their work is tiny. Micromanagement and a constant torrent of change and new initiatives means we have no choice over educational priorities. In this context fighting workload item by item is inadequate. The way to control workload is to control hours of work. We should be able to refuse any work that takes us over a maximum working week, and say any extra tasks can only be done if they can be done by all within that maximum.

Add to “further instructs the Executive” i. after National Contract:

...with a maximum working week, which must include all work including any work done outside the school and....

**19.6** (Rochdale) to move,  
(Calderdale) to second:

Before “Conference therefore endorses...” add new paras:

“Conference notes the Government’s wholly inadequate response to the enormous expression of hurt and anger of the 44000 teachers who responded to its Workload Challenge at the way the system misdirects their energies. The Secretary of State for Education and her colleagues have refused to take their concerns seriously by changing the accountability mechanisms, such as Ofsted, Performance Related Pay and League Tables, that cause the excessive bureaucratic workload. They must therefore know that the climate of fear that these create will mean that the pressure to spend excessive amounts of time on activities that do not benefit the learning of all children will continue.

Conference recognises that the funding plans for schools of both Conservatives and Labour are certain to increase class sizes and reduce classroom support throughout the next Parliament if they are implemented.”

Add at end of iii. “or where schools or employers refuse to introduce all of the recommendations in Annex C to the Government Response To The Workload Challenge”

Add new vii. “Support Divisions and school groups willing to take action against cuts in spending”

Add new viii. “In any national re-ballot for action, add “to reverse proposed per pupil cuts in real spending on education” as one of the reasons.”

**19.7** (Rhondda Cynon Taf) to move,  
(Rhondda Cynon Taf) to second:

Add point vii:

- vii. Continue to pressurise the Government in Wales to recognise that teacher workload is unacceptably high.

**19.8** (Southwark) to move,  
(Southwark) to second:

Add to existing motion:

Conference instructs the Executive to ballot members to work a maximum 48 hour week including preparation and planning.

**19.9** (Brent) to move,  
(Brent) to second:

Delete all in paragraph 11 (“Conference therefore endorses the Union's action programme ...”) and replace with:

Conference recognises that despite the steps taken by the Union to attempt to convince the government to take measures to improve the working conditions of teachers little of any significance has changed for the better. Nicky Morgan, despite her promises, has completely failed to tackle the serious issues that teachers brought to her attention.

Conference therefore, in the first instance, instructs the Executive to campaign publicly for the following measures to be adopted and made statutory by the next government:

1. The replacement of Ofsted by an accountability system based on trust, professional dialogue and proportionality and under which all observations of teachers will have an agreed focus based around developing professional dialogue to improve practice and there will be no grading of lessons
2. An end to Performance Related Pay and a requirement that all state funded schools give teachers pay portability and pay progression.

3. A binding work-life balance contract for all schools, a reduction in teacher working hours, including requiring headteachers to limit meetings to up to one per week of up to 1 hour in length for classroom teachers and to ensure that teachers are not directed to input or analyse data or submit lesson plans.
4. PPA time to be guaranteed and increased to 20%. This time should be under the control of individual teachers and will not be subject to direction.
5. A legally binding upper limit to class sizes in line with NUT policy with the ultimate intention of reducing class sizes to allow teachers to better focus on the needs of individual children.

Conference also instructs the Executive to announce that, should negotiations not achieve significant gains in line with our demands by the end of the summer term, then the Union will be balloting for and taking escalating strike action in the autumn.

This Conference also recognises that most members cannot or will not prioritise reading lengthy documentation from the Union. Communications about workload and our strategy for improving it need to be succinct and accessible. Members need to be aware at every stage of exactly what is happening and why. We need to reinvigorate our campaign and ensure members are fully aware of our realistic demands, how the achievement of these demands will immediately improve their working lives and have a clear understanding that there is strategy (outlined in point ii. below) in place for achieving this.

Conference also recognises that the 2012 ballot was conducted to include a wide range of attacks on our conditions of service as the basis of the dispute. A new ballot should be conducted to seek a mandate to pursue the specific demands set out in points 1-5 above. This will give a genuine focus to the campaign and provide members with clear objectives. This new campaign is a chance to galvanise members around national action to improve working conditions and ultimately education provision.

In paragraph 12 (“Conference instructs the Executive to ..”) delete i and replace with new i-iii and renumber accordingly:

- i. Start an education campaign among the Union's membership immediately in the coming weeks the main communications distributed to members, including The Teacher will prioritise:
  - a. Ensuring members are fully aware of our demands;
  - b. Demonstrating to members how the achievement of these demands will improve their conditions of service and the education of pupils;
  - c. Establishing with members that these demands are extremely unlikely to be met without an escalating campaign of national strike action. Communications should make it clear that lobbying, workload assessments, publicity stunts, casework etc. will not on their own lead to effective changes and the only solution no matter how inconvenient and difficult is a planned campaign of escalating strike action; and
  - d. Explaining the strategy to members, giving them notice of the dates for strike action and convincing them of the need to take part in it;
- ii. Ballot members on the strategy of escalating strike action and action short of strike action in September 2015 with a view to taking first one then two days strike action in the autumn term with further national strike action in the Spring term if no agreement is reached as part of an ongoing calendar of action; and
- iii. Approach the other teacher unions in order to attempt to convince them to organise simultaneous action. However if this fails, the Union will campaign and strike independently.

**SUPPLY (COMPOSITE)  
MOTION 20**

(Brighton and Hove) to move,  
(East Sussex) to second:

Conference deplores the continuing erosion of supply teachers' pay and conditions, and notes that most supply teachers have to work for private agencies. Many supply teachers find themselves in financial poverty, earning in the region of £100 a day. On this rate the maximum pay for the year could be £18,500 but work is not available every day. Added to this, supply teachers do not get holiday pay, sick pay or pay to attend funerals. In short they only get paid for days they work.

Conference realises that it is not possible to roll the clock back and get all these entitlements reinstated at once.

Conference instructs the Executive to:

1. Establish the Supply Teacher Conference as an annual event with motions from local associations;
2. Format the Supply Teachers' Conference on a model that enables motions to be submitted from local associations and divisions, debated and voted;
3. Set up a Supply Teachers Advisory Committee, with its first task being to look at rewriting the Supply Teachers Charter; and
4. Campaign vigorously to allow supply teachers employed by private supply agencies to access/join the Teachers' Pension Scheme.

Conference further instructs the Executive to:

- i. Push forward negotiations with the Recruitment and Employment Confederation, focusing on improvements to supply teachers' pay and access to the Teachers Pension Scheme;
- ii. Organise a network for supply members modelled on the 6th Form Network;
- iii. Continue to campaign for a qualified teacher in every classroom – Teachers are being employed as Cover Supervisors but expected to work as teachers;
- iv. Work with other teacher unions for solidarity on these vitally important issues; and
- v. Enable NUT Supply Teachers to have equal opportunities to go on CPD courses.

**Amendments**

**20.1** (Executive) to move,  
(Executive) to second:

Insert new paragraph before existing paragraph 3:

Conference welcomes NUT supply teacher members' participation in Union activities which have helped to encourage public awareness of their plight, including the Union's Lobby of Parliament on supply teacher issues in October 2014.

Paragraph 3 – Delete existing points 1 to 4 and replace with:

1. Establish the Supply Teacher Conference as an annual event which aims to promote supply teachers’ participation in the Union at all levels and promote campaigning and organising activities to secure improvements in pay, conditions and employment;
2. Establish a national structure for consulting and involving supply teachers, as part of the structures to be established following the ongoing review of advisory committees and working parties;
3. Continue to give support to the self-organising NUT Supply Teacher Network established in December 2014;
4. Continue to encourage Divisions and Associations to establish local networks for supply teacher members.

Paragraph 4 – Delete existing points i and 2 and replace with:

- i. Organise campaigning activities and negotiations with leading supply teacher agencies aimed at securing improvements to supply teachers’ pay and access to the Teachers Pension Scheme;
- ii. Campaign vigorously to persuade the DfE to allow supply teachers employed by private supply agencies to access/join the Teachers’ Pension Scheme.

**20.2** (Bristol) to move,  
(Bristol) to second:

In “Conference further instructs the Executive to” add:

- vi. Establish a training programme in collaboration with the Supply Teacher Network.

## **CELEBRATING OLDER TEACHERS**

**MOTION 21** (Ealing) to move,  
(Ynys Mon) to second:

Conference believes:

1. Schools benefit from employing a range of staff, including older teachers as well as those new to the profession;
2. That older and more experienced teachers are able to challenge the unthinking imposition of ‘educational’ initiatives that are often short-lived, time-consuming and of little educational benefit, and can draw upon a wealth of educational experience to support teaching and learning in their schools;
3. That schools should be encouraged to deploy older teachers in advising and training teachers, thus building on their expertise; and
4. That all teachers, whatever their age, are entitled to high quality CPD that is appropriate to them and their post.

Conference reiterates its concerns that older teachers, especially women over 50, are increasingly likely to be targeted by employers, with a view to ending their employment early. This has frequently involved the use and abuse of sickness and capability procedures.

Conference further notes that such measures are likely to become more frequent as the pension age rises unacceptably.

Conference believes that such measures are frequently based on financial grounds, and often lead to teachers who have worked for many years and established good relationships with students and colleagues being bullied and humiliated.

Conference instructs the Executive to:

- i. Publicise its concerns, and the benefits experienced and older teachers can bring to a school, especially in a time of rising pupil numbers;
- ii. Continue to promote high quality CPD for teachers at all levels;
- iii. Carry out a survey of members over 50, in order to establish the concerns they have; and
- iv. Ensure that the Union supports teachers who want to re-negotiate their terms of employment, for example through working part-time, moving across to other posts, job sharing, including sharing TLRs.

## **Amendments**

**21.1** (Camden) to move,  
(Camden) to second:

Amend Point 4 to read:

That all teachers, whatever their age, are entitled to high quality CPD and equal opportunities for career progression that are appropriate to them, their qualifications, experience, aspirations and their post. CPD should be structured so that teachers with the most experience are enabled to take the leading role in delivering the high quality CPD which will be informed by academic research and good practice in school.

Add new Paragraph 4:

Conference questions the extent to which older teachers are denied opportunities for career progression, especially if they have taken time out of teaching or been in part time or specialist roles. Conference also questions the extent to which leadership positions are occupied by the younger and less experienced teachers in schools and what effect this has on stress levels and the management of schools.

Add at end of new Paragraph 5:

Conference also believes that the current generation of school managers often do not have structures that are sufficiently flexible to take advantage of the broad range of experience that older teachers bring from within and beyond the class room and therefore do not value them.

Amend point iii) to read:

Carry out a survey of members about Age Discrimination in Teachers.

**21.2** (Waltham Forest) to move,  
(Waltham Forest) to second:

Add new point 4 and reorder existing point.

4. "The experience of older teachers is essential for a healthy education system and vital to the functioning of all schools."

Add new points under Conference instructs the Executive to:

- v. In Divisions, Associations or schools in those areas where it is found that there are high numbers of teachers over 50 years old being targeted with capability or sickness procedures or leaving the following action should be taken:
  - a. The Local Authority should be contacted by the Union in order to report their concerns and explore what action can be taken to reduce the targeting of the over 50s;
  - b. Individual schools or chains of schools outside of LA control should be contacted by the Union in order to report their concerns and explore what action can be taken to reduce the targeting of the over 50s; and
  - c. Where it is clear that no progress can be made, action up to and including strike action should be supported in those schools where targeting teachers over 50 takes place.

**21.3** (Bristol) to move,  
(Bristol) to second:

"Conference instructs the Executive": add

- iii. Carry out a survey of members, and women members specifically, to establish the concerns they have.

**21.4** (Executive) to move,  
(Executive) to second:

Insert new paragraph before existing paragraph 5:

Conference welcomes the work done by the Union on women and the menopause since 2014 Conference and welcomes the publication of Union guidance on ways in which women members can work together to improve their working lives when working through the menopause.

**RECLAIMING OUR PROFESSIONAL DEVELOPMENT (COMPOSITE),  
MOTION 22** (East London) to move  
DAVE DAVIES (Hackney) to second:

Conference believes that:

1. New appraisal systems are invariably being used to find ways of punishing teachers. Conference believes that it is in everyone's interests for teachers to improve their practise but that harsh and punitive appraisal is not achieving this, particularly given that many schools now link teachers' pay to appraisal;

2. Attempting to judge teaching by lesson observation is inconsistent and inefficient and too often inaccurate and as pointed out by Professor Robert Coe from Durham University there is very little research evidence to suggest that formal observations improve standards and that indeed too many internally based observations may instead recycle bad practice; and
3. One factor that has been shown to improve standards is CPD, in particular externally based inset.

Conference reaffirms Union policy that no numeric targets should be expected of teachers and notes that some schools have shown good practise in setting up supportive schemes for Appraisal, where, for example:

- i. Appraisal meetings take the form of a conversation between the Appraiser and Appraisee. These conversations should be an opportunity to highlight areas where the teacher would like to improve their practise. Occasionally these may coincide with a school-wide initiative, but that the Appraisee should be given an opportunity to highlight their own needs;
- ii. The adoption of non-numeric targets should be seen by the Appraiser as an opportunity to concentrate on the action steps rather than whether specific results have been achieved; and
- iii. Teachers should be given the opportunity for individualised INSET to meet these needs. Whole school INSET can make some impact, but teachers have different needs. If Teachers are expected to teach differentiated lessons to pupils, then they have an entitlement to differentiated Professional Development themselves.

Conference further notes that in many schools large parts of the 5 INSET days given to schools are used to inform staff of changes rather than deliver staff training.

Conference instructs the Executive to:

- a. Produce a survey for teachers that school NUT groups can use to 'audit' their school's INSET programme to determine the amount of useful staff training that is delivered;
- b. Support members in all schools who refuse to accept numeric targets in their Appraisal and members who are appraisers in refusing to insist on them and any subsequent pressure they may come under from Senior Management;
- c. Initiate a campaign called 'Reclaiming Professional Development' pulling together good practise as described above as well as other sympathetic material; and
- d. Send this information to NUT Reps and to Schools.

## **Amendments**

**22.1** (Executive) to move,  
(Executive) to second:

Add new 4, 5 and 6 to "Conference believes that":

4. Research conducted jointly by the Centre for the Use of Research and Evidence in Education (CUREE) and the NUT identified the features of high-quality CPD as: being focused on young peoples' learning; supporting

- collaboration between professionals; being led by teachers; being sustained over a period of time; and involving the input of external professional support;
5. The NUT's CPD Programmes provide high-quality, sustained, collaborative learning opportunities for all teachers;
  6. The NUT's network of accredited and trained Union Learning Reps (ULRs) provides an opportunity to support and develop high-quality, school-based CPD which supports the NUTs educational philosophies and ideals.

**22.2** (Brent) to move,  
(Brent) to second:

In c. insert after "campaign" "with other teacher unions if possible".

**ASBESTOS  
MOTION 23**

GILL REED (Brent) to move,  
HANK ROBERTS (Brent) to second:

Conference expresses concern that the UK has the highest and still rising incidence of mesothelioma in the world and that an estimated 300 pupils and 15 teachers die each year because of previous exposure to asbestos in their schools. Conference notes that Health & Safety Guidance (HSG) regarding school risk assessments does not take into account the fact that children are more vulnerable to asbestos and that there is no known safe level (2014 Report All Party Parliamentary Group on Occupational Health and Safety). This silent killer is present in 75% of UK schools.

Conference is aware that Duty Holders frequently underestimate the risk from asbestos in their school. For example, accessible asbestos insulation board is often rated as low risk and kept in place. However, it very likely to be disturbed by pupils and so should be assessed as medium to high risk (HSG 227 p55-59) and removed because pupils and staff could inhale millions of fibres of asbestos every day.

Conference notes that in the United States all parents receive an annual report about school asbestos but that in the UK no such information is given. It further notes that the Duty of Care for pupils and teachers should include such communication as it would improve asbestos awareness, transparency and support any future compensation claims for mesothelioma.

Conference congratulates the Union, other unions and Michael Lees MBE for the work they have done via the Asbestos in Schools Group (AiS) and the Joint Union Asbestos Committee (JUAC) to demonstrate and reduce the danger from asbestos in schools. In view of this work Conference instructs the Executive to:

1. Continue to work with other unions and campaigning groups (e.g. AiS; JUAC) in order to encourage the DfE, HSE and Government to:
  - i. Remove asbestos insulation board from all places that are accessible to pupils;
  - ii. Use risk assessments (HSG 227 p 55-59) as the basis of a national asbestos audit;
  - iii. Fund the removal of asbestos from all schools (most dangerous first);
  - iv. Recommend lower asbestos environmental levels that take into account the increased vulnerability of pupils and type of asbestos;

- v. Promote the development and widespread use of asbestos air sampling in schools;
  - vi. Promote and fund mandatory on-site inspections of school asbestos management plans and their implementation;
  - vii. Promote and fund mandatory training of Duty Holders in asbestos management / asbestos risk assessments and mandatory asbestos awareness training for head teachers, governors and staff; and
  - viii. Promote mandatory record keeping of asbestos incidents and storage of all documents relating to school asbestos (e.g. asbestos surveys, asbestos incidents and demolition asbestos records) for at least 50 years.
2. Work with other unions to support teachers who request removal to another location because their teaching area contains pupil accessible asbestos insulation board or other asbestos hazards that have not been properly risk assessed according to HSE guidance;
  3. Promote and organise safety representative and safety adviser training on monitoring:
    - a. School asbestos risk assessments, management and implementation (HSG 227 p55-59); and
    - b. Record keeping of asbestos surveys, asbestos management plans and asbestos incidents.
  4. Promote mandatory, annual asbestos reports that give notification to parent, teacher, and employee organizations about the availability of the school's asbestos management plan, details of any asbestos exposure incidents and asbestos-related actions taken or planned.

### **Amendments**

**23.1** (Hackney) to move,  
(Hackney) to second:

Insert at the beginning a new paragraph :

“Conference reaffirms its view that there is no safe level of exposure to asbestos and that all asbestos must be removed from our schools.”

Add new i and renumber:

- i. Fund the safe removal of all asbestos from our schools;

Add new point 5 at end of the motion

5. Launch an ongoing joint campaign to publicise the extent and impact of the ‘silent killer’ in our schools to the public. This joint campaign to include other education unions, parents’ organisations and the TUC.

**23.2** (Executive) to move,  
(Executive) to second:

Paragraph 1:

Delete “pupils” and insert “former pupils”.

Paragraph 4 - Insert new fourth paragraph as follows:

Conference regrets that the Government's review of asbestos management in schools has been disappointing and has not led to a long-term strategy for the gradual removal of asbestos from all schools; but acknowledges a number of positives, which include developing better and more targeted training, enhancing the scrutiny on duty holders for managing asbestos in their schools and undertaking a study into the background level of asbestos fibres in school.

## **AN EFFECTIVE TEACHING AND LEARNING ENVIRONMENT FOR THE 21<sup>ST</sup> CENTURY**

### **MOTION 24**

(Gravesham) to move,  
(Central Nottinghamshire) to second:

Conference supports the campaigning work of the Union aimed at achieving a reduction in teacher working hours and a genuine work/life balance for teachers.

However, Conference recognises that it is not just the overall number of hours but also the intensity of our working day and the excessive demands being made on schools to achieve imposed targets that is creating the unacceptable stress facing many teachers, stress that is grinding teachers into leaving the profession.

The Union and its members are committed to helping every child achieve their true potential. However, Conference believes that, if the next Government is seriously committed to improving educational outcomes for all, then they must accept that:

1. Too many children are being taught in an unsuitable teaching and learning environment owing to factors such as class size, room size, lack of equipment, lack of provision for children with special educational needs, lack of time and resources to meet the full range of abilities and backgrounds;
2. Looking at the everyday experience of a practitioner, these conditions may need to be considered as an unlawful working environment;
3. Schools need to be properly resourced and funded to provide an effective environment to enable them to meet the needs of all their students; and
4. The continuation of 'austerity' policies has led to greater child poverty and social inequality that inevitably impacts on children and schools.

Conference therefore calls upon the Executive:

- i. To examine all aspects of teaching and determine the conditions of service and working environment that ensure the essential elements that an all-graduate teaching profession should rightly expect in the Twenty-First Century to function as expected;
- ii. To share these findings with Union members, and other teacher and headteacher unions respectively in an effort to promote a unity of approach;
- iii. To call on the Government to implement changes to improve the everyday conditions of the teacher practitioner, and the learning conditions of our school students, based on the Union's findings; and
- iv. To take such campaigning steps and any action necessary to achieve such changes.

**SUPPLY TEACHERS**  
**MOTION 25**

(Executive) to move,  
(Executive) to second:

Conference welcomes the progress made over the past year by the Union in raising the profile of issues relating to supply teachers, including the cuts in pay and lack of pensions rights facing agency supply teachers, the loss of employment opportunities for supply teachers who have worked via local authority supply pools and directly with schools, and the increasing drain of public funds for education into the profits of supply agencies.

Conference welcomes the Union's Lobby of Parliament on supply teacher issues in October 2014 and congratulates the 60 supply teacher members who attended and helped bring the issues to the attention of MPs.

Conference also welcomes the Union's work in securing a unanimous resolution at the 2014 TUC Congress on employment agencies and umbrella companies and the consequent coverage of supply teacher issues in the TUC's Decent Jobs Week in December 2014.

Conference recognises that supply teacher agencies are the first and, regrettably, most successful component of privatisation of the education service. Conference condemns the existence of supply teacher agencies and calls on the Government to take action to restore other means of providing cover for absent teachers and to ensure the continuing quality education for our students, through appropriately enhanced staffing levels in schools and the availability of properly paid and trained supply teachers.

Conference agrees that the Union should seek to ensure that the worst excesses of supply teacher agencies are publicised and that supply teachers have access to information about supply agencies' pay and employment practices pending their removal from the education world.

Conference agrees that its ultimate aspiration is the re-establishment of supply pools within local authorities which offer the same pay and conditions and pensions as for other teachers. In the meantime, Conference welcomes the establishment of supply teacher co-operatives in some parts of the country and agrees that the Union should continue to work with the Co-operative movement to provide encouragement and practical support to such co-operatives; and welcomes the steps being taken to secure access to the Teacher Pension Scheme for supply teachers employed by agencies and co-operatives.

Conference wants supply teacher members of the Union to become fully involved in their Union and agrees that the broadest possible basis for their consultation and involvement must be secured. Conference welcomes the Executive's decision to ask Divisions and Associations to establish local networks for supply teachers, and calls on all Divisions and Associations to follow the excellent lead shown by some divisions in doing this. Conference supports the establishment of a self-organising network of supply teachers, to operate alongside consultation structures within the Union which can consult and involve as many supply teacher members as possible in furtherance of the Union's campaigns.

## Amendments

**25.1** (Lambeth) to move,  
(Lambeth) to second:

After the first paragraph insert:

Conference also notes that the erosion in the pay of supply teachers is not being passed on to schools. While supply teachers often live in poverty, supply agencies continue to make huge profits creaming off money from the public purse. For example the two directors of Timeplan, the UK's largest teaching agency, paid themselves six figure salaries each in 2012, along with pension contributions of another up to six figure amount. This contrasts with supply teachers working regularly in schools who are often looking at an annual salary of £18,000 or less.

After third paragraph insert:

Conference instructs the Executive to investigate and publish the difference between what those running agencies are paid, alongside the average annual salary of the supply teachers they employ.

# EDUCATION: GENERAL SECTION

**Saturday, 4 April**

**Third Session**

(to be taken at 3.15 – 4.30pm)

## **OFSTED (COMPOSITE)**

### **MOTION 26**

(Portsmouth) to move,  
(Fylde) to second:

Conference welcomes the results of the 2014 NUT School Inspection Survey Report in which the vast majority of respondents report that OFSTED is a highly stressful and disruptive means of school evaluation which does nothing to support school improvement, while creating a significant additional and unsustainable workload for teachers.

Conference condemns the notion, held by many school leaders, that schools should be 'Ofsted Ready' at all times. This is a bullying tactic and is not in the best interests of schools and substantially increases the workload of teachers.

Conference notes the findings of the Union's Teachers and Workload Survey in which OFSTED preparations and "mocksteds" are identified as a main cause for additional workload, directly contributing to increasing rates of work-related stress amongst teachers. The Union is to be congratulated for its successful campaigning against the threatening OFSTED-ready culture in many schools which has led directly to the publication of the myth-busting OFSTED "Clarification for Schools" document.

Conference further condemns changes to 'No Notice Inspections' with notice being less than one hour in many cases.

Conference believes that:

1. Teachers do not trust OFSTED;
2. OFSTED's politically motivated agenda to drive forward the academy programme illustrates its lack of independence and renders it unfit for purpose;
3. The inconsistency of many of its judgements, in some cases moving gradings of schools from Outstanding to Inadequate within a space of months makes its claims to objectivity barely credible;
4. OFSTED is used as a bullying tool against teachers, causing high levels of stress and driving many good teachers out of the profession;
5. The separate grading for Early Years provision in primary schools places unfair focus and a huge amount of pressure on individual teachers;
6. The separate judgement of Sixth Form provision is unnecessary and unhelpful;
7. Salary progression should not be a key focus of Inspections; and
8. Fear of Ofsted often drives school managements to demand classroom practice which stifles teachers' attempts to develop a more progressive pedagogy.

Conference therefore instructs the Executive to work with other teachers' unions and academics to:

- i. Campaign for the abolition of OFSTED, and promote evidence based models of effective and supportive school improvement systems which are trusted by teachers, fair, developmental, and which offer structured and properly funded CPD;

- ii. Support schools groups in escalating to strike action where teachers have “mocksteads” and excessive accountability imposed on them;
- iii. Commission research into the impact of OFSTED Inspections on children’s education experience, pedagogy and the curriculum;
- iv. Demand a review of accountability in schools, and its impact on workload, working time, and work-related stress;
- v. Call on on Estyn to follow Ofsted’s lead and produce a clarification document tackling the misconceptions around school inspections;
- vi. Commission research into the implications on stress and workload on the extension of No Notice Inspections; and
- vii. Seek agreement with unions, governors, local authorities and political parties for a new approach to evaluating schools that involves teachers, parents and local communities.

## Amendments

**26.1** (Nottingham City) to move,  
(Nottingham City) to second:

Add new paragraph 3:

Conference further notes the recent announcement by the government that if a school is placed in special measures or requires improvement by Ofsted the leadership will be removed and the school will be taken over by a sponsor. Despite attempts to force primary schools to convert the number of primary academies still remains at only 1 in 8. Conference believes that this is an attempt to push through academisation using Ofsted as a political tool.

Add new points:

- viii. Investigate and publish information to members and the public showing the cost to the tax payers of the forced academies programme on an annual basis.
- ix. Support any school group in escalating to strike action where there is an attempt to force the school to convert to an academy.

**26.2** (Executive) to move,  
(Executive) to second:

In paragraph 1:

Line 1: Delete “welcomes” and replaces with “notes”.

Insert additional paragraph following current paragraph 3 to read: “Conference believes that Ofsted’s credibility is at its lowest ever. School accountability mechanisms must have the confidence of both the profession and parents if it is to be taken seriously and this is no longer the case with Ofsted.”

In the section “Conference believes that”, delete point 1 and replace with:

- 1. Neither teachers nor parents trust Ofsted;

In the section “Conference therefore instructs the Executive to work with other teachers’ unions and academics to”:

Replace “Commission” with “Publish” in point iii.

Insert the words “and for drawing up an alternative accountability framework” between “evaluating schools” and “that involves teachers, parents and local communities” in point vii.

**26.3** (Bristol) to move,  
(Bristol) to second:

Instruction iv, add:

“including an annual teacher stress survey, the results to be shared with teaching unions and used to inform school development plans”.

**RESISTING THE GERM  
MOTION 27**

JOHN REDDIFORD (North Somerset) to move,  
(Lambeth) to second:

Conference notes that:

1. The permanent state of crisis in our school and wider education system continue due to the series of reforms, which began with the Education Reform Act in 1988, and continue into the present;
2. The shortage of primary school places and the impending shortage of teachers threaten to deny children a basic education;
3. The government’s austerity and privatisation programmes are having a debilitating effect on schools’ capacity to meet the needs of all our children and threaten to limit the education opportunities of this and future generations;
4. The central issue of inequality in education has not been addressed satisfactorily by the Pupil Premium or the national funding formula;
5. The success of the NUT’s Stand up For Education campaign and strike action in recent years in defence of education helped change the political agenda in education; and
6. The sacking of the former Secretary of State for Education was the consequence of sustained campaigning that made his policies deeply unpopular.

Conferences believes that:

- i. The domination of the ideas of GERM (the Global Education Reform Movement) means that none of the three main parties are offering policy that will properly address the problems identified above;
- ii. Although there is evidence that the academies programme is losing momentum, there is still a serious threat to the system from privatisation and deregulation through free schools and primary academies and academy chains;
- iii. the Tories are considering an extension of the academy programme by allowing the rapid growth of ‘for profit’ providers whilst Labour appears to have a ‘do very little’ approach. Even worse, UKIP are proposing a thoroughly backward ‘return to grammar schools’ policy;

- iv. The solutions to this crisis in education require an urgent and collective effort across the profession and in conjunction with parents, Local Authorities and a range of expert organisations;
- v. There is an urgent need to engage in a wider national political debate with other stakeholders about what sort of future we want for our schools; and
- vi. There is a need to re-establish some fundamental principles of future education system such as that it should be comprehensive, progressive and democratic with a commitment to high quality, increasing equality, social cohesion and inclusion.

Conference welcomes:

- a. The call from Conference 2012 and 2013 to begin to develop a National Campaign for Education;
- b. The energy, commitment and ideas of the various education campaigns such as the successful Hove Park parents campaign that stopped an academy conversion or the 'Our Schools Our Community' campaign in Waltham Forest, London which is working with parents to produce a new charter for education;
- c. The various national campaigns such as the Charter for Primary education, Anti Academies Alliance, Campaign for State Education, Local Schools Network, New Vision for Education Group and the Socialist Education Association; and
- d. The moves already taken in some local areas to work towards creating a National Campaign for Education networks using public 'Question time' events and local schools conferences.

Conference instructs the Executive to:

- I. Continue to oppose vigorously both forced and voluntary conversions and the creation of free schools by working with the Anti Academies Alliance, parents and other stakeholders;
- II. Call on the government to restore the role of Local Authorities or create a new democratically accountable system that offers support and challenge in raising standards;
- III. Call on the government and opposition to commit to creating a new regulatory framework that demands a 'level playing field' between all schools – regardless of type – and to ensure that every child has a qualified teacher;
- IV. Intensify efforts to ensure a greater focus on the issue of inequality by campaigning to end the inequalities inherent in all private education and the grammar school system.
- V. Continue its longstanding financial support for the Anti Academies Alliance and other campaigning groups opposed to academisation and free schools; and
- VI. Organise in partnership with local networks and other national organisations a conference to establish a more permanent and national working relationship between all the existing education campaigns across the country before the end of 2015.

## Amendments

- 27.1** (Calderdale) to move,  
(Portsmouth) to second:

After "Conference notes that" add new point (1) and renumber accordingly:

1. The UK under Thatcher was one of the first countries to implement the global project to undermine public education and privatise schools which has become known as the Global Education Reform Movement. It has since spread to countries all over the world.

After “Conference believes that”, add new point i. and renumber accordingly:

- i. GERM is undermining public education all over the world including in the global South.

After new point vii. add new point viii:

- vii. Conference believes there is much to be learned and shared with teaching unions and teachers in other parts of the world who are fighting GERM policies.

After “Conference welcomes” point d., add new point e. and f.

- e. The resistance to the GERM and the fight for democratic, public education which is happening all over the world and notes in particular the struggle of Mexican teachers against education 'reform'.
- f. The decision of the International Solidarity committee to host last year's conference on global resistance to the GERM and to stage this year's conference on privatisation.

After “Conference instructs the Executive to” point VI., add new points VII. and VIII.

- VII. Bring to the attention of all political parties, trades unions critical education academics and activists around the world and the general public, the potential corrosive impact upon public education systems, with the combination of both the GERM (Global Education Reform Movement) and the TTIP (Transatlantic Trade and Investment Partnership) and share resistance, solidarity and alternatives to GERM policies.
- VIII. Invite a representative from the CNTE section of the Mexican teachers to speak at next year's Conference about the struggle against the GERM in that country.

**27.2** (Birmingham) to move,  
(Camden) to second:

Add to Conference Notes:

7. That behind the barrage of “reforms” lies an international drive often labelled GERM – the Global Education Reform Movement.

Add to start of “Conference Believes that” (and renumber existing afterwards):

- i. GERM is part and parcel of the neo-liberal drive to hand public services over to private business to exploit for profit.
- ii. This is most clearly seen in the US where a toxic combination of corporations (such as Pearson, Microsoft and Apple) work hand in hand with pro-business politicians to impose their vision on education and grab billions in markets and profits at the expense of education.

- iii. This means attacking and seeking to destroy teacher unions, demonising and deskilling teachers and their professional and pedagogical skills, and imposing off the shelf corporate packages of lessons, tests, assessment and other data.
- iv. Pearson, based in the UK, is now the world's biggest GERM corporation and along with others is at the heart of plans to impose the same profit driven and educationally disastrous vision here in Britain.
- v. The comments at the recent BETT show by the Secretary of State for Education and her previous comments about wanting those who wish education to be run for profit to lobby her show the current government is inclined to follow the GERM path.
- vi. At the heart of all our campaigning – from Stand up for Education, to campaigns on the curriculum, to workload and teachers professionalism-should lie a realisation that all are linked to fighting the GERM.
- vii. In all our campaigning we need to spell out what GERM is, why it is disastrous for education and what our alternative is.
- viii. At the heart of that campaigning and that alternative need to be the skills of and voices of classroom teachers.

Add to "Conference instructs the Executive":

- IX. To encourage local associations or clusters of associations to organise, with the widest possible partnership of those interested in education, meetings, events and seminars on GERM: what it is and how to fight it.
- X. To explore, as part of the alliance building outlined above, the possibility of organising a major conference in the coming school year on the theme of resisting the GERM and our alternative to it.

**27.3** (Hammersmith and Fulham) to move,  
(Croydon) to second:

Add to "Conference believes":

- e. That any academy school community that wishes to return to the Local Authority family of schools should be supported in that process in just the same way that schools are supported in converting to academy status.

Add to "Conference instructs the Executive":

- VII. To seek agreement from government to clarify and promote the legal and procedural processes required for schools to return to the Local Authority.
- VIII. If, in the event that government does not clarify the legal and procedural processes, legal and other action should be pursued to the highest level to ensure the rights of school to return to the LA.

**27.4** (Coventry) to move,  
(Coventry) to second:

Add new point III:

- III. Call on the government to initiate an investigation into the financial management of all academies and to make academies openly accountable to local authorities and their communities for their expenditure of public money.

Renumber following points as appropriate.

**27.5** (South Nottinghamshire) to move,  
(Executive) to second:

Add new vii:

- vii. There is a growing volume of evidence, such as the findings of the Report of the House of Commons Education Committee into Academies and Free Schools, and the concerns expressed by the National Audit Office about “related party transactions”, confirming the Union’s long-held view that the academies programme endangers education, rather than improving it.

Add in b. After “academy conversion”:

“, the ongoing Stop Academies in Lewisham Campaign bringing together parents, staff and students in a joint campaign of lobbying and action”

After “Conference instructs the Executive to”:

Replace II. with:

- II. Campaign for the new government to restore the democratic role of Local Authorities in education, including legislating both to allow academy schools to return to maintained status and to ensure there is a representative voice for schools, teachers, parents, governors and communities in the decisions taken about local education provision.

Add a new III. and renumber:

- III. Remind Local Associations and Divisions that a change of employer to Academy Status constitutes a valid reason for a trade dispute and to encourage NUT members in schools threatened with such a change to request ballots for strike action to oppose it.

## **PARENTAL FINES MOTION 28**

(Nottinghamshire) to move,  
(Central Nottinghamshire) to second:

Conference notes that the amendments introduced by the Education (Pupil Registration) (England) Regulations 2013 under Michael Gove have caused considerable controversy and debate, with many thousands of parents signing petitions opposing them.

These regulations state that parents should be fined for taking children out of the school during term-time unless there are ‘exceptional circumstances’. As a result, the number of parental fines for poor school attendance has risen sharply, largely where children have been taken on holiday during term time.

Conference notes that, in response to parental campaigning, the Local Government Association called for the Regulations to be relaxed. The National Association of Head Teachers (NAHT) subsequently issued advice clarifying its interpretation of the legislation. The NAHT now advise that funerals, weddings and religious events should be considered as ‘exceptional circumstances’, but that family holidays would still be unlikely to match that criterion.

Conference welcomes the fact that parental campaigning has resulted in change but believes that the Regulations will still unfairly impact on working parents, particularly the low-paid. A 2010 report from MPs, 'Transforming Education Outside the Classroom', found that there was already a risk that school trips could become 'the preserve of pupils from more affluent backgrounds'. This must not become true of holidays too.

Conference believes that much greater pressure needs to be put by Government on holiday companies and airlines to change their unfair pricing structures. However, as was explained for example in a letter from the RMT to the Union last year, it is not just excessive costs that discriminate against working parents, it is also the fact that many rostered and shift workers are simply unable to arrange annual leave that coincides with the school holidays.

Conference understands that the enormous pressure on schools and teachers to meet pupil progress and attendance targets mean that some will fear the consequences of allowing parents to withdraw children for term-time holidays in special circumstances. It is also true, in general terms, that persistent absence certainly impacts on a child's attainment. However, even the DfE's own research shows that, unlike most other absence reasons, family holidays do not have a significant effect.

Conference understands that taking children on holiday is not the same as persistent truancy. Holidays can provide valuable experiences and outdoor learning opportunities. Giving families time to be on holiday together will also have social and emotional benefits which can be of lasting value and support to schoolchildren.

Conference also recognises that this legislation could become an issue that is used to divide parents from teachers at a time when we need to be working together to defend education.

Conference therefore resolves to:

1. Support the call for the repeal of the relevant amendments introduced by the Education (Pupil Registration) (England) Regulations 2013;
2. Call on schools to interpret the existing regulations in a way that allows families to take term-time holidays in exceptional circumstances with parents and students agreeing suitable arrangements to catch up on schooling missed as a result;
3. Promote the value of family holidays, with an emphasis on outdoor learning;
4. Support calls for action to be taken against holiday companies and airlines who unfairly raise their prices at peak times;
5. Contact other teacher and headteacher unions to seek a joint approach based on the above; and
6. Similarly, write to parental campaigners to offer our support based on the policy of the Union.

## **Amendments**

**28.1** (Rhondda Cynon Taf) to move,  
(Rhondda Cynon Taf) to second:

Add point 7 "campaign in Wales for a systematic and consistent approach to attendance which does not inflict stress and pressure upon family life".

**GETTING SEX AND RELATIONSHIPS EDUCATION RIGHT (COMPOSITE)  
MOTION 29**

(Executive) to move,  
(Bradford) to second:

Conference believes that all children are entitled to and should receive Sex and Relationships Education (SRE) of the highest possible quality.

Conference considers that Personal Social and Health Education, and Sex and Relationships education is a vital subject and entitlement for every young person, and a vital opportunity for developing and nurturing skills to make possible safer, fairer and less violent communities. Good PSHE can empower children and young people and give pupils the skills to be assertive, and know where to seek support and information.

Conference notes the distressing levels of domestic and sexual violence in the United Kingdom, including attacks on members of the LGBT community, and believes that SRE is a vital long term way of combating these problems.

Conference further notes that Government must urgently fund the interventions, programmes and services which would reduce:

1. Female Genital Mutilation, which is estimated to put 6,500 girls at risk each year within the UK;
2. Rape and sexual assault of women in England and Wales, which affects 85,000 and 40,000 women respectively, and attacks on the LGBT community;
3. The sexual exploitation and grooming of young women, estimated to affect at least 194,000 women a year; and
4. Violence in teenage relationships, which was reported by one quarter of girls in the 13-17 age group in a NSPCC/University of Bristol study.

Conference is proud that the Union is working together with young people, parents, expert organisations and other trade unions to support the Sex Education Forum 'Sex and relationships education– It's my right' campaign which argues for SRE to be included in the statutory National Curriculum in England, as it is in Wales.

Additionally, Conference praises the work of groups such as End Violence Against Women and the Everyday Sexism Project in lobbying party leaders for compulsory SRE education in schools. This work has resulted in many ministers and MPs supporting the Union's position.

Conference welcomes that SRE has been high on the agenda this year, but notes that many teachers feel unprepared or uncomfortable teaching SRE, due to a lack of training and experience. Like any subject, the quality of SRE depends on having teachers who have subject expertise and are trained in how to teach it. Conference thinks PSHE and SRE should be a key part of initial teacher training and that professional development for teachers is needed, as new issues emerge such as internet technology and the accessibility of pornography.

Conference recognises that education is a powerful agent of change but warns that one subject within the curriculum, however well designed and planned will not resolve FGM, child sexual exploitation or sexual violence.

Conference calls upon the Government to show leadership, by removing the elements of accountability in England and Wales which drive schools to narrow the curriculum offer and 'teach to the test' to the detriment of music, arts, drama and PSHE.

Conference instructs the Executive to:

- i. Continue to campaign for high quality compulsory SRE in all schools in the United Kingdom;
- ii. Lobby the Government to support teachers in delivering SRE, including delegating ring fenced funding to schools for teacher training and resources;
- iii. Produce and distribute resources to headteachers, Personal, Social, Citizenship, Health and Economic wellbeing & Education (PSCHEE) co-ordinators, and members in schools about the delivery of SRE and its importance;
- iv. Promote to headteachers, PSCHEE co-ordinators and members in schools the educational resources already available from groups like Women's Aid, which match the aims of the Union;
- v. Campaign for the removal of an accountability regime that privileges some subjects, competencies, values and skills above others;
- vi. Explain and lay bare the impact of school accountability on subjects like SRE and PSHE, and in driving up school 'stress' for students;
- vii. Highlight the impact of cuts in local authority preventative services which are leading to only children with very acute needs or at crisis point receiving services, and to need outstripping available services;
- viii. Make the case for the full range of services and programmes needed, alongside education, to safeguard and promote child well-being and campaign to ensure other professionals in health, children's social services and education support services, including education psychologists, have sufficient resources to support children and schools;
- ix. Highlight the fact that local authority cuts have meant that teachers and schools are increasingly required to fill the gaps left by the loss of local support services, which increases teacher workload; and
- x. Campaign for the survival of LGBT youth services and call for their reinstatement wherever local authority cuts have led to their closure.

## **Order of Business for Private Session**

(To be taken at 4.30 – 5.30pm)

### **Accounts**

(To be taken at 4.30 – 5.00pm)

(For Financial Statements and Reports of Auditors and Examiners of Accounts see pamphlet containing Financial Statements).

**MOTION 30** IAN MURCH (Hon. Treasurer) to move,  
That the Financial Statements be now received.

**MOTION 31** IAN MURCH (Hon. Treasurer) to move,  
That the Auditor's Report be now received.

### **Report of Stoke Rochford Management Limited**

(To be taken at 5.00 – 5.15pm)

**MOTION 32** (Chairperson) to move,  
(Vice-Chairperson) to second:  
That the Report be now received.

### **Report of the Examiners of Accounts**

(To be taken at 5.15 – 5.30pm)

**MOTION 33** ALYSON PALMER (Examiner of Accounts) to move,  
JUDY MOORHOUSE (Examiner of Accounts) to second:  
That the Report be now received.

**MOTION 34** IAN MURCH (Hon. Treasurer) to move,  
That the Financial Statements be adopted.

**FOURTH SESSION**

**SUNDAY 5 APRIL**

**9.45AM – 1.00PM**

# **EDUCATION: SPECIAL EDUCATIONAL NEEDS SECTION**

**Sunday, 5 April**

**Fourth Session**

(to be taken at 9.45 – 10.15 am)

## **SPECIAL EDUCATION NEEDS AND DISABILITY CODE OF PRACTICE**

### **MOTION 35**

DAVE MINGAY (Luton) to move,  
(Rochdale) to second:

Conference believes that the new Special Education Needs and Disability Code of Practice (SEND CoP) and the introduction of Education, Health and Care (EHC) plans will fail to meet the needs of children and young people with SEN and disabilities. Conference notes that:

1. Local Authority core budgets will have been cut by 40% in the years 2010-2015;
2. Services for children and young people with SEND have been axed or dramatically reduced as a consequence of these cuts; many local authorities are now only meeting statutory needs;
3. Most Local Authorities do not have the capacity or resources to assess and support the needs of children and young people with SEND, or to facilitate properly the transition from Statements to EHC plans; and
4. Without an EHC plan, there is no statutory right to support for children and young people with SEND.

Conference is concerned that there remain serious issues with:

- i. The efficacy of multi-agency work, including the statutory and largely untested inclusion of parent forums, in ensuring effective support for children and young people with SEND;
- ii. The lack of capacity within local authorities to implement the new reforms, and the tight timescales given to implement these untested practices;
- iii. Inadequate levels of training and support for SENCOs, classroom teachers, trainees and Newly Qualified Teachers (NQTs); and
- iv. Increased workload and responsibilities for SENCOs as schools are expected to take the lead in the assessment and support process.

Conference instructs the Executive to:

- a. Campaign for properly funded and resourced Local Authority SEND services, including the reestablishment of posts which have been deleted in recent years;
- b. Demand the highest standards of support and training in SEND awareness and pedagogy, including for trainee and newly qualified teachers;
- c. Commission research into the impact of the SEND Code of Practice on teacher workload, school budgets, and on the education experience for children and young people with SEND, whether they have an EHC plan or not; and
- d. Publish examples of good practice, as well as reporting on authorities where support and provision for children and young people with SEND is inadequate.

## Amendments

**35.1** (Hackney) to move,  
(Hackney) to second:

Add new point 5:

5. IPSEA (Independent Panel of Special Educational Advisors) in 'Too Much Too Soon' have recently drawn attention to the widespread failure of Local Authorities to meet their new statutory obligations with regard to those with SEN.

Add to point b In line 1 after standards of 'mandatory' and in line 2 after pedagogy 'for all teachers'

So it will read:

- b. Demand the highest standards of mandatory support and training in SEND awareness and pedagogy for all teachers, including for trainee and newly qualified teachers;

Add new point e:

- e. Enter into urgent discussions with the new Government , other political parties and those in the voluntary sector, trade unions and parents' organizations, to develop a strategy of damage limitation, to ensure alternative mechanisms are developed to enable all children and young people with SEN to have their needs met and to maximise the development of inclusive practice throughout the education system.

# EQUALITY CONFERENCES SECTION

**Sunday, 5 April**

**Fourth Session**

(to be taken at 10.15 – 11.30 am)

## **ORGANISING AGAINST STRESS IN SCHOOLS**

### **MOTION 36**

(Disabled Teachers Conference) to move,  
(Disabled Teachers Conference) to second:

Conference notes the increase in stress in schools caused by a punitive Ofsted regime, performance related pay, an imposed new national curriculum which has little real educational value, SEN changes which limit pupils' life chances, excessive workload and observations. These are having a detrimental effect on pupils and staff alike and need to be challenged at all levels. This toxic level of stress particularly dissuades disabled students wishing to join the profession and disabled teachers who wish to remain or progress at work.

Conference calls on the Executive to:

1. Organise NUT members in school to challenge the causes of stress;
2. Offer guidance and training to local associations as to how to collectivise individual casework;
3. Promote the benefits of a good work/life balance and the importance of good mental health for adults and young people; and
4. Campaign in the run up to the general election and beyond for a supportive, fully inclusive education system which will allow pupils and staff to enjoy a stress free environment in school.

### **Amendments**

#### **36.1 (Composite)**

(Lincolnshire) to move,  
(City of Leicester) to second:

Add Instruction 5:

5. Campaign for an annual teachers' stress survey administered in conjunction with local authorities, academy chains and stand-alone academies.

Add after second paragraph:

Conference further notes that all employers have a legal duty under the Health and Safety at Work Act 1974 and the Management of Health and Safety at Work Regulations 1999 to minimise the risk of stress related illness or injury to employees. Conference believes that the use of the Health & Safety Executive Management Standards is the most effective way for employers to fulfil this responsibility.

In the opinion of Conference very few schools fulfil their legal obligations regarding stress management and Conference considers that this is an intolerable state of affairs.

Conference believes that the Union has previously carried out much good work in educating and encouraging school managers to carry out their responsibilities regarding stress management but feels that the impetus has been lost.

Conference instructs the Executive to:

- i. Launch a campaign to educate members, school managers, politicians and the general public about the causes of stress in schools.
- ii. Support members who wish to take industrial action, up to and including strike action, in any school that does not fulfil its legal responsibilities to minimise stress to the HSE stress Management Standards.
- iii. Campaign for Ofsted (or any future equivalent) to include the management of staff welfare as part of their inspection regime.

**36.2** (Hackney) to move,  
(Hackney) to second:

Insert new paragraph 2:

“Conference further notes the high levels of bullying of disabled pupils/student reported by the Anti-Bullying Alliance; that disablist bullying creates additional stress and is best challenged by developing an understanding amongst all students/pupils of the root cause of disablist thinking and oppression throughout the curriculum.”

Insert new point 4 and renumber subsequent point:

4. Promote a greater emphasis in schools on challenging disablist bullying and bringing an understanding of the causes of this into the curriculum. To support this end Conference agrees to re-affiliate to UK Disability History Month and promote their events and materials in schools.

## **SENIOR LEADERSHIP POSITIONS**

**MOTION 37** (Black Teachers Conference) to move,  
(Black Teachers Conference) to second:

Within the current context of diminishing numbers of BME entrants to the profession there is still under-representation and this is lower still at middle management and leadership level, even in areas of the United Kingdom with majority Black representation.

Conference is concerned that this state of affairs can impact negatively on the achievement of Black children as they do not see representations that can act as role models for them to aim to achieve at a high level. This current state of affairs is disturbing because in the majority of schools, children see Black employees as administrative staff, cleaners, kitchen or security staff. The lack of Black representation in middle and senior management also discourages Black staff from applying for higher positions and when some take the initiative to apply, they are often denied even an interview.

In a time where political parties like UKIP have been scapegoating migrant communities, the Union must do more to promote diversity and the benefits of migration.

Conference calls on the Executive to:

1. Write to all head teachers to encourage all schools to have teaching staff which reflect their student population and also promote the Charter for Racial Justice in Education;

2. Support and promote aspirational initiatives like 'Refugee Week' or 'Migrant Week';
3. Distribute the booklet 'Truth, Lies and Migrants' to all members; and
4. Be more creative in encouraging members to participate in the courses, 'Aspiring to leadership and Equal Access to Promotion' and to monitor, follow up and mentor those members to do more in helping BME teachers to obtain and maintain senior positions.

## **MANIFESTO FOR A NEW GOVERNMENT ON LGBT RIGHTS IN SCHOOLS**

### **MOTION 38**

(LGBT Teachers Conference) to move,  
(LGBT Teachers Conference) to second:

Conference notes the gains that have been made in society on LGBT rights. However, homophobia, biphobia and transphobia are still strongly prevalent in our schools, and these changes are not always reflected in education. The recent NUT survey of LGBT teachers revealed that only 10% of LGBT teachers felt confident to be 'out' to students, only 18% felt that all staff in their schools consistently challenged homophobia, biphobia and transphobia, and only 7% reported that LGBT History Month was celebrated.

Conference believes that schools should be places that allow students and staff to be free from homophobia, biphobia and transphobia, to enjoy a positive educational experience.

Conference demands that a future government must tackle the embedded homophobia, biphobia and transphobia that exists in schools and create a positive climate of understanding about sexuality and gender fit for the twenty first century. This must include a commitment to make it easier to discuss ideas about sexuality and gender so that students and teachers are more confident to identify as LGBT and work in schools without fear of prejudice. Conference instructs the Executive to call upon the present and future government(s) to:

1. Appoint an education secretary that supports LGBT rights and has a positive track record in supporting civil partnership and gay marriage;
2. Promote the extension of LGBT History Month in February to every school, valuing, rewarding and celebrating schools that do so;
3. To support transgender students and staff while transitioning, and after;
4. Provide a specific focus on LGBT equality and rights as part of all teacher training courses;
5. Make specified CPD time to develop an understanding and sensitive approach in dealing with issues of sexuality and gender for students and teachers mandatory for every school;
6. Train teachers how to deal with homophobic, bi-phobic and transphobic incidents so that they know what to do when they arise, and make it mandatory that schools record such incidents so that they can act to prevent them;
7. Inform all schools that they need to include explicit anti-homophobia, anti-biphobia and anti-transphobia policies in their codes of conduct which are also embedded in their policies;
8. Make it compulsory that all schools' sex education policies include a positive portrayal of same sex relationships;
9. Encourage schools to develop a curriculum that is inclusive of LGBT issues. This means that reference to LGBT matters is not restricted to PSHE lessons but is reflected in the content of all subjects; and

10. Ask all parties standing in the general election 2015 to respond to these action points to show their seriousness in 'stamping out homophobic, bi-phobic and transphobic bullying in our schools', and to publicise their responses in the Teacher magazine and on the NUT website.

### **Amendments**

- 38.1** (Buckinghamshire) to move,  
(Buckinghamshire) to second:

Insert "*and LGBT people in all their diversity*" into Item 9 and Amend Item 9 to read:

9. Encourage schools to develop a curriculum that is inclusive of LGBT issues *and LGBT people in all their diversity*. This means that reference to LGBT matters is not restricted to PSHE lessons but is reflected in the content of all subjects.

# STRATEGY, FINANCE AND COMMUNICATIONS SECTION

**Sunday, 5 April**

**Fourth Session**

(to be taken at 11.30 am – 1.00 pm)

**MOTION 39**

JERRY GLAZIER (for the Executive) to move,  
DAVE HARVEY (for the Executive) to second:

That the Strategy, Finance and Communications Section of the Annual Report of the Executive be adopted (Annual Report of the Executive pages 3-43)

**A STRATEGY TO WIN**

**MOTION 40**

(Lewisham) to move,  
(Greenwich) to second:

Conference congratulates and thanks the membership of the Union for the support that they have given to the Union's campaign of strike action in defence of pensions, pay and conditions since 2011.

In drawing up a balance-sheet of the campaign so far, Conference recognises the successes we have achieved, particularly in opposing the further deregulation of working conditions originally proposed by the previous Secretary of State. However, Conference also recognises that, despite our efforts, the Government has succeeded in imposing its damaging legislative changes to teachers' pensions and pay arrangements. Teacher workload has also continued to worsen, at the expense of teachers, their families and education as a whole.

Conference therefore recognises that, up to now, our campaign has failed to sufficiently protect teachers and education in the way that the Union and its members would have wanted it to. In continuing our campaign after the General Election, Conference resolves that the Union must:

1. Set out a clear action strategy which members can see is not just about registering our protest but has the prospect of winning meaningful improvements to our pay, pensions and working conditions;
2. Also set out clear demands that we are seeking to achieve through our action, in order to engage members and provide a clear focus for the campaign; and
3. Continue to engage with parents and our local communities to seek their backing for our campaign of action, explaining that by defending teachers' working conditions we are also acting to defend children's learning conditions.

Conference therefore instructs the Executive to:

- i. Write to the new Education Secretary restating that the Union remains in dispute over teachers' pensions, pay and working conditions and asking for urgent negotiations to seek to resolve our dispute;

- ii. Make clear to our members and the incoming Government that, in order to resolve our dispute, the Union is seeking legislative changes that introduce a National Contract, Pay and Pensions Regulations to apply to all state-funded schools, which will include:
  - a. At least 20% Planning Preparation and Assessment time for all teachers;
  - b. Binding limits on teacher workload that ensure a genuine work/life balance;
  - c. The removal of performance-related pay for the main spine;
  - d. A substantial increase on all pay points; and
  - e. Retirement for all teachers on a full pension at the age of 60;
- iii. Take all necessary steps to prepare the Union for a calendar of ongoing national strike action to achieve our demands; and
- iv. Announce that, should negotiations not achieve significant gains in line with our demands by the end of the Summer Term, then the Union will be taking a day of national strike action in September 2015, followed by two-days of national action in October, with further action to follow as part of an ongoing calendar of action.

## Amendments

**40.1 (Composite)** (South East Essex) to move,  
(Executive) to second:

Replace first paragraph with:

Conference congratulates and thanks the membership of the Union for the support they have given to the various strands of the Union's campaign to defend education and in defence of teachers' pay, pensions and conditions of service. Conference notes that as well as supporting strike action, thousands of members have taken part in the Union's successful and high profile Stand Up For Education campaign which has included lobbying MPs, demonstrations, street stalls, Question Time events organised by local officers, public endorsements of the Manifesto and a high level of engagement with and by members with the public. The Union has set the agenda on education issues running up to the General Election.

Delete second paragraph and replace with:

Conference notes that our consistent campaigning and strike action succeeded in stopping Michael Gove from de-regulating our working conditions as defined by the STPCD and led ultimately to his removal from office. Conference further notes that our campaigning has forced the issue of workload to the top of the education agenda and that the publication of the Ofsted clarifications has led to some welcome changes on planning, marking and observations in a number of schools.

Delete Paragraph three and numbered points and replace with:

Conference further notes that, despite evidence of a looming teacher shortage and the responses to the government Workload Challenge, the Secretary of State for Education has failed to take any decisive action to address teacher workload and other concerns on pay and pensions. Conference therefore agreed that the Union must continue the campaign, and the strategy of engage, pressure, strike, after the general election.

In new paragraph four, delete all after 'recognises' and replace with:

“that the Government’s workload challenge was a direct result of the Union’s campaigning. The Government’s failure to listen to the central concerns of teachers and the failure to heed the workable solutions to excessive workload offered by the Union does not detract from our success in shaping the national discourse on our members’ working conditions. This must be built on.”

In paragraph four, delete points a-e in point (ii) and replace with:

- a. An accountability system based on trust, respectful professional dialogue and proportionality;
- b. A requirement for all schools to limit workload related to marking, planning, data, meetings and observations;
- c. Additional non-teaching days to prepare for curriculum and SEN changes;
- d. An end to performance related pay;
- e. An immediate target to reduce working hours and a phased introduction of binding limits on teacher working time;
- f. Increase teacher numbers in order to;
  - I. Increase PPA time to 20 per cent to allow teachers to take control of collaborative planning of exciting and challenging lessons;
  - II. Reduce class sizes in line with Union policy to allow teachers to focus on the needs of individual children;
- g. The restoration of the national pay spine and pay portability and a catch up pay award; and
- h. The reversal of the changes to the teachers’ pension scheme.

In paragraph four, delete point (iii) and (iv) and replace with:

- iii. Continue to campaign around the recommendations set out in our Manifesto for Education;
- iv. Seek to engage with parents around the demands in the Manifesto, seeking to win their backing for our campaign;
- v. Develop a set of clear demands for the new government around pay, pensions and working conditions and present these to the Union membership;
- vi. Develop a strategy aimed at winning these demands and prepare members for the strike action that we believe will be necessary;
- vii. Prepare for and ballot for a national campaign of strike and non-strike action, seeking the involvement of other teaching unions, and non-teaching unions where appropriate, if insufficient progress is made in talks with the new Government on resolving the dispute;
- viii. Give full backing up to and including strike action to members where individual employers or schools operate unacceptable policies that do not meet the requirements of the NUT checklist, the ASOS instructions and OFSTED clarifications; and
- ix. Continue through our Stand Up For Education and other campaigns to emphasise the negative consequences for the education of children if the new Government continues with its predecessor’s policies in these areas.

**40.2** (Waltham Forest) to move,  
(Waltham Forest) to second:

Add to preamble:

The difference between inner, outer and fringe London pay allowances is no longer fair. Non-payment of Inner London pay scales to teachers across the capital is damaging the prospects of children, making it harder to recruit and retain teachers. Housing costs in outer London have risen significantly.

All London teachers need an allowance to take account of the additional cost of living in London. Teachers demonstrating on the recent Homes for London march under the banner “London needs teachers: Teachers can’t afford London” have done an important job in highlighting the issue.

Add to “Conference instructs the Executive to”:

- v. Demand that the distinction between inner, outer and fringe London allowance should be abolished and replaced by a ‘London Living Allowance’ that is at least the level of the current inner London Allowance;
- vi. Campaign in London school communities for a rise in the London allowance in line with the increase in cost of living in order to create ‘London Living Allowance’ by:
  - a. Supporting local campaigns on pay & housing;
  - b. Including the demand for a London Living Allowance in future submissions to STRB; and
  - c. Considering further action if progress on meeting the demand for London Living Allowance has not been made in time for next academic year Sept 2015.

**40.3 (Composite)** (Leeds) to move,  
(South Nottinghamshire) to second:

Insert at end of first paragraph after “2011”:

“and their support for the many other activities that have formed part of our Stand Up for Education Campaign”

Insert new paragraph after paragraph 3 and before “Conference therefore instructs....”:

Conference also recognises that the 2012 ballot was conducted to include a wide range of attacks as the basis of the dispute. A new ballot should be conducted to seek a mandate to pursue the specific demands set out below. This will give a genuine focus to the campaign and provide members with clear objectives. This new campaign is a chance to galvanise members around national action to improve working conditions and ultimately education provision.

Delete point b, c, d and e from ii and replace with new points b, c, d, e and insert new point f:

- b. An end to Performance Related Pay and the reinstatement of pay portability and national pay spines;

- c. A binding work-life balance contract for all schools with a reduction in teacher working hours, including requiring head teachers to limit meetings to up to one per week of up to 1 hour in length for classroom teachers and to ensure that teachers are not directed to input or analyse data or submit lesson plans;
- d. A limit to class sizes;
- e. The replacement of Ofsted with an accountability system based on trust, professional dialogue and proportionality; and
- f. The reversal of the changes to the teacher pension scheme.

Delete all from iii and replace with new point iii, iv, v and vi:

- iii. Announce that, should negotiations not achieve significant gains in line with our demands by the end of the summer term , then the Union will be balloting for and taking escalating strike action in the autumn;
- iv. Start an education campaign among the Union’s membership immediately. In the coming weeks the main communications distributed to members, including “The Teacher” will prioritise:
  - A. Ensuring members are fully aware of these six demands;
  - B. Demonstrating to members how the achievement of these aims will improve their conditions of service and the education of pupils;
  - C. Establishing with members that these demands are extremely unlikely to be met without an escalating campaign of national strike action. Communications should make it clear that lobbying, workload assessments, publicity stunts, casework etc. will not on their own lead to effective changes and the only solution no matter how inconvenient and difficult is a planned campaign of escalating strike action; and
  - D. Explaining the strategy to members, giving them notice of the dates for strike action and convincing them of the need to take part in it.
- v. Ballot members on the strategy of escalating discontinuous national strike action and action short of strike action in Sept 2015. The first national strike day to be in October with a further 2 days of national strike action to take place in November. Further national strike action to follow in January if no agreement is reached, as part of an ongoing calendar of action;
- vi. Approach the other education unions in order to attempt to convince them to organise simultaneous action. However, if this fails, the Union will campaign and strike independently.

**40.4** (Brent) to move,  
(Brent) to second:

Delete after “given to the” the rest of the first sentence and replace with “various strands of the Union's campaign to defend education and in defence of teachers' pay, pensions and conditions of service. Conference notes that as well as supporting strike action thousands of members have taken part in lobbying MPs, demonstrations, street stalls and other activities to promote our campaign and win support for our Manifesto for Education.”

In the second paragraph delete first sentence from “particularly” to “State” and replace with new sentences. Conference notes that our consistent campaigning and strike action succeeded in stopping Michael Gove from de-regulating our working conditions as defined by the STPCD and led ultimately to his removal from office. Conference further notes that our campaigning has forced the issue of workload to the top of the education agenda and that the publication of the Ofsted clarifications has led to some welcome changes on planning, marking and observations in a number of schools.

In the third paragraph delete “failed to” in the first sentence and replace with “not” and change “protect” into “protected”.

In 2. add after “out” “to the new government”.

Add new 4. And 5:

4. Continue to engage with parents around the demands in our Manifesto, and seek to win their backing;
5. Develop a strategy aimed at winning these demands and prepare members for the strike action that we believe will be necessary.

Delete e. and replace with “Restoring normal retirement age for all teachers to 60”;

Delete existing (iii) and (iv) in final paragraph and replace with

- iii. Prepare for and ballot for a national campaign of strike and non-strike action, seeking the involvement of other teaching unions, and non-teaching unions where appropriate, if no progress is made in talks with the new Government on agreeing and implementing these proposals;
- iv. Give full backing for action, up to and including strike action, to members where individual employers or schools operate unacceptable pay and workload policies that do not meet the requirements of the NUT checklists; and
- v. Continue through our Stand Up For Education and other campaigns to emphasise the negative consequences for the education of children if the new Government continues with its predecessor’s policies in these areas.

**40.5** (Ealing) to move,  
(Birmingham) to second:

Add immediately before “Conference therefore instructs the Executive”:

Conference reaffirms that all aspects of our Stand up for Education campaign are essential – engaging parents and the community, pressuring politicians and industrial action – and that there should be no counterposition of these elements but instead an insistence on the vital necessity of all three being vigorously and jointly pursued.

Conference also welcomes the approach taken by the Union leadership in developing what is often dubbed “social movement trade unionism”, drawing on and adapting to our circumstances models such as the Chicago teachers.

Conference rejects the one sided use, by some, of this model to prioritise wider community and political campaigning at the expense of serious industrial action aimed at securing real and substantial gains. The lesson of Chicago is that the combination of community and political campaigning, organising at the base, AND serious strike action was the key to achieving gains.

Conference believes that one day and other forms of protest strikes can play a vital role and can win some gains, but that the challenges we face in the coming period will demand more than this.

As well as existing issues such as pay, pensions, workload, creeping privatisation, so called “accountability” and a narrowing of the curriculum we also face a huge crisis of funding, jobs and school places whoever forms the government after the coming election.

School student numbers are rising, and this plus a fall in entrants to teaching coupled with record numbers leaving is creating a huge teacher shortage. The Conservatives have made clear they will effectively cut school spending by up to 10 percent in real terms if they lead the next government. Labour has promised to inflation proof current spending, but has made no commitment to increase spending to reflect rising pupil numbers – in effect a cut in funding per pupil.

Conference believes that it is not pre-ordained that we just have to accept or merely campaign and protest over all these things, but that we can and should play our part in seeking to stop and reverse them.

Community and political campaigning, wider alliances, and protests, including strikes, are all vital if we are to do this. But we also need to discuss and debate moving action beyond either one day or a limited series of one or two day strikes if we really want to achieve substantial victories – victories which would require significant changes in key government policies.

No one could or should pretend that members are ready now or will easily be won to such a battle. But alongside all our other work, campaigns and actions we need to begin an honest and straightforward engagement with members seeking to persuade them that such a strategic aim is necessary if we hope to win major gains on the some of the key issues outlined above.

Conference also instructs the Executive to actively seek coordinated action with other unions as part of all our campaigning.

## **BULLYING HEADTEACHERS**

**MOTION 41** (Rochdale) to move,  
NEILL SANKEY (Luton) to second:

Conference notes that, the democratically elected NUT Secretary from Haringey was suspended by Haringey Council. The trigger for this was, in part, due to letters from Haringey Early Years and Primary Heads Association and the Haringey Secondary Heads Association.

Conference further notes the growing hostility by some headteachers to elected Union Secretaries and Officers in other Associations. This hostility takes forms such as:

1. Behaviour protocols with sanctions have been adopted in some Associations. These are in some cases one sided and are designed to and allow head teachers to prevent Union Officers from robustly defending their members in schools in those Associations;
2. Refusing to pay into the Facility Time arrangements; and
3. Preventing elected Officers from coming onto School premises to represent members or meet with the Union group.

Conference believes that the case in Haringey and the more general trend to try and control elected union officers is unacceptable, be it by taking action to get union Officials suspended or through one-sided behaviour protocols which union officials are pressured to sign in order to persuade head teachers to pay into the Facility Time either through de-delegation or a Facility Time Pot. It is not acceptable for head teachers to refuse to pay into the Facility Time arrangements or to prevent in any way an elected union officer from fully representing the membership in any school.

Conference also believes that part of the success of the Chicago Teachers action was because they listed and ranked schools according to the wellbeing of their members. They identified head teachers that ran schools in a detrimental way to its teachers and this acted as a warning to other head teachers to create good conditions for its teachers.

Conference therefore calls upon the Executive to:

- i. Approach the Chicago Teachers Union in order to find out the feasibility and impact of collecting, and circulating information on the conduct of head teachers towards elected union officers and teachers in their schools;
- ii. Approach the NASUWT and ATL to explore working together;
- iii. Carry out a national survey of all Union members in order to find out which Schools:
  - a. Pay into Facility time through de-delegation;
  - b. Pay into facility time through another arrangement;
  - c. Refuse to pay into facility time;
  - d. Allow the elected Union officials to fully represent their members in their School and have complete freedom to meet with union groups on School premises; and
  - e. Impose a behaviour protocol with behaviour sanctions against locally elected officers.
- iv. Make all the data from the survey available locally and nationally to all NUT members once the data is available;
- v. Approach the Labour Party and other political parties to support our approach; and
- vi. Support action up to and including strike action in schools where the management refuses to pay into facility arrangements or refuses to allow locally elected officers on the school premises to represent their members.

### **Amendments**

**41.1** (Executive) to move,  
(Executive) to second:

In point i. of the fifth paragraph, delete “approach” and replace with “continue to work with”; add “and AFT and other appropriate unions” after “Chicago Teachers’ Union”; delete “in order to find out the feasibility and impact of collecting and circulating information’ and replace with ‘on matters relating to”.

In point iii. of the fifth paragraph, replace “Union members” with “School and College Representatives”; in point d. of the same section, replace “elected officials2 with “elected officers”; at the beginning of point vi. add “Continue to”.

In point v. delete “the Labour party and other”.

**41.2** (Waltham Forest) to move,  
(Waltham Forest) to second:

New paragraph 4:

“It is reported that some headteachers pay HR companies thousands of pounds per year in order to get the best advice in cases brought against teachers. However, some are reluctant to allow teachers in their own schools fair and timely representation by paying much smaller sums of money to elected local union officers paid by the facility time arrangements.”

Add new point:

- vii. Approach Academy Chains and Free Schools and any new government willing to do so, to meet with the Union for talks in order to set up the fairest, long-term arrangements for facility time payments to be made.

## **PROTECT CHILDREN (COMPOSITE)**

### **MOTION 42**

FELICITY DOWLING (Cheshire and West Chester) to move,  
(Cambridgeshire) to second:

Conference recognises the importance of the Rotherham report by Professor Alexis Jay into the sexual abuse in Rotherham. The report indicated horrific levels of abuse. Conference condemns the wilful neglect of the 2002 report which gave good warning of what was happening but which was not acted upon, leaving children at risk for more than a decade. Conference is also concerned at the emerging reports of similar levels of abuse elsewhere.

These reports indicate a degree of official callousness and indifference to the suffering of children already in vulnerable and difficult situations, and recognise that such attitudes were frequently based on sexist and class based prejudices that put the blame for their predicament on the victims. Conference is concerned that the publication of the Jay report has been used to create racial tension in Rotherham and elsewhere, and to suggest the failure to acknowledge the issues was due to 'political correctness'.

The Union has a proud tradition of providing teachers with up-to-date information and training on such troubling and often life changing experiences for some children. The Union should not be afraid to address child sexual exploitation. Only through knowing the facts and providing quality training will teachers have the confidence to refer children to the authorities.

Teachers hold a privileged position in children's lives owing to their daily interaction with them. Statistics show that the vast majority of referrals to social services are made by teachers and their colleagues in schools. Many safeguarding boards already provide training for school staff in how to recognise the signs of child sexual exploitation. Unfortunately there are many schools where there is little or no awareness of child sexual exploitation.

Conference notes:

1. That the majority of sexual abuse takes place within the family, and that sexual abuse takes place within every community, and is not confined to particular racial or religious groups;
2. That social services across the country have been hugely cut as a result of government austerity policies, and that areas with high levels of poverty have been particularly affected;
3. That access to Child and Adolescent Mental Health Services (CAMHS) has been severely cut because of government spending policies;
4. The reduction in youth services, especially in the services for LGBT youth, and supports the recommendation that these services be given due importance as part of the protection of children and in developing young people's resilience; and

5. the importance of a full and unrestricted enquiry into the organised abuse of children in care and regrets that the Home Secretary found it so hard to find someone from the establishment who the survivors and whistle-blowers would trust. Sexual exploitation of children has been revealed in all sections of society including amongst the most powerful. This is a problem clearly not confined to one race or religion.

Conference further:

- i. Notes the good work of schools in Rotherham which struggled valiantly to defend their pupils, work which is recognised in this report;
- ii. Applauds the courage and strength of the young women survivors who faced, at times, appalling interrogation in court to bring the perpetrators to justice; it also recognises the struggle many families had in gaining safeguarding for their children and applauds the campaigners amongst the parents;
- iii. Further believes that teachers have a central role in detecting and preventing child abuse, but expresses its concern that the message is being purveyed that schools alone can stop abuse; and
- iv. Applauds the developments in sex and relationship education in recent years in many schools but demands that all schools regardless of religious restrictions must educate children in relationships and in sexual matters.

Conference calls upon the Executive to:

- a. Issue advice to members, advising them of their rights and responsibilities in supporting children where they suspect abuse;
- b. Support the dissemination of materials and advice to teachers in how to support children, and in teaching about abuse;
- c. make it clear that the NUT rejects the perpetration of racist views that stereotype and abusers as belonging to particular communities or religions;
- d. Work with other unions and organisations to campaign for:
  - I. A reversal of cuts in local government, including money for social services;
  - II. Improved funding of CAMHS in order to support child and adolescent victims of abuse, who typically need extensive support; and
  - III. Improved training and support for residential social workers.
- e. Gather information on child sexual abuse from those safeguarding boards where there is sound training and good multi agency working in place;
- f. Meet with NPAC to offer assistance in their campaigns for a full and effective enquiry and that the support of the Union be given to any research work that is still necessary;
- g. Call for the opening of all confidentiality clauses, in end of employment deals, for whistle-blowers in child protection cases;
- h. Demand for full legal aid for survivors, for families of victims and whistle-blowers in all enquiries;
- i. Launch a campaign with other trade unions to protect and extend CAMHS and other mental health services so the survivors, and other sufferers of post-traumatic stress disorders, can access full and effective support;
- j. Meet with representatives and trade unions of children's social work and social care to explore more effective means of working together to protect children; and
- k. Include relationship education in professional development training and provide suitable materials available on the website.

## **Amendments**

**42.1** (Executive) to move,  
(Executive) to second:

In point five of paragraph five, add at the end of the first sentence ‘before belatedly appointing Justice Lowell Goddard in February.’

In paragraph 6, point (iii), delete ‘teachers have a central role in detecting and preventing child abuse, but’ and replace with:

‘whilst teachers might be the first professionals to suspect and report child abuse, it’.

In point (a) of paragraph 7, delete ‘rights and’.

In point (g), add at the end ‘subject to the whistleblower’s consent’.

## **TEACHER PROFESSIONALISM, RESPECT AND TRUST**

**MOTION 43** KEN RUSTIDGE (Lincolnshire) to move,  
JOE BANN (Durham and District) to second:

Conference recognises that the negative comments about teachers by the Government and Ofsted are damaging to the profession, not only damaging morale but also public and pupil respect.

Conference further recognises that these comments scapegoat teachers as Government policies worsen the education of pupils.

Whilst the Government say they wish to give education back to the professionals, the direction of travel is towards more central dictation.

Conference therefore instructs the Executive to:

1. Devise a public relations campaign to highlight the excellent job that teachers do; and
2. Campaign for the teaching force to be self-regulated as is the case with other professions.

## **Amendments**

**43.1** (Camden) to move,  
(Camden) to second:

Add new 4th Paragraph:

Conference believes that the best body to promote teacher professionalism would be a single teacher union acting for all teachers.

Add new point 3.

3. Move towards one union for all teachers as soon as possible, and not let the negotiations be driven by the slowest member of the negotiations.

**THE UNION'S DUTY OF CARE**  
**MOTION 44**

(Greenwich) to move,  
(South Nottinghamshire) to second:

Conference is aware of the Union's duty of care towards its employees but also believe it holds a similar responsibility towards our lay activists, which is not well-defined. Some lay officers undertake support for members, whilst released under facility time, but other officers and activists provide support on an entirely voluntary basis. Conference believes the Union's duty of care should apply equally to both.

Conference believes that the following areas require urgent action.

1. Stress Reduction

Conference notes the significant stress that can be experienced by those who undertake casework in support of members. Increasingly, this support is provided for members who are themselves subject of work-related stress and may be victims of an associated mental condition. Providing such casework can be emotionally intensive and can have a knock-on effect on the caseworker.

In other occupations, the provision of such support is matched by 'supervision' procedures to ensure the health of the caseworker is not at risk. Conference believes that adequate support measures need to be established for lay caseworkers in the Union.

2. Protection for Whistleblowers

Conference notes the potential importance of whistle-blowers within any organisation. This principle has already been accepted by the Union in relation to its employees. In their case a whistle-blower policy already exists to protect them. This does not extend to lay activists within the Union leaving them vulnerable to an inappropriate response. Conference believes that it is in the interests of the Union for whistle-blower protection to be extended to lay activists.

3. Disciplinary Procedures

Conference notes that apart from the provisions of Appendix III Section 3 (10), the Union rules are silent on how disciplinary hearings should be conducted. This allows the disciplinary panel to adopt a procedure, which may or may not, protect the rights of those subject to the disciplinary process. It also allows the Disciplinary Committees to interpret the rules of the Union, in spite of that role being the remit of the Executive as defined under Rule 59.

Conference also notes that in 2014 the Union was adjudicated to have been in breach of its own rules by the Trade Union Certification Officer. It does the Union no credit that members should have to go outside the Union to obtain a fair application of the Union's rules.

Conference believes that our own internal procedures should always provide a leading example of best practice and that they therefore need an urgent and thorough review.

Conference therefore instructs the Executive to take urgent action to meet its duty of care by addressing the above three areas and to include the progress made within the Executive Report presented to the 2016 Annual Conference. Any necessary rule revisions should also be included in the Executive Report presented to the 2016 Conference.

## Amendments

**44.1** (Executive) to move,  
(Executive) to second:

In paragraph one, first sentence, add “legal” before the phrase “duty of care”. In the last sentence, delete “equally”.

Delete the first sentence of paragraph four and add the following sentence to the end of that paragraph:

“Conference welcomes the decision by the Executive to identify and promote the implementation of practical, preventative measures to support lay officers experiencing pressure relating to their role including; supporting divisions by building more effective teams of officers so that individuals are not isolated when dealing with casework; the provision of training for local officers on the effective management of associations including handling casework; the provision of regional/Wales office and organiser team support to assist lay officers.”

In paragraph 5, delete all and replace with:

“Conference notes the potential importance of whistle-blowers within any organisation. This principle already applies to employees of the Union by law, and Conference believes it is in the interests of the Union for whistle-blower protection to be available to lay activists.”

In paragraph 6, add the following text to the end of the first sentence:

“however, there is a clear process agreed by the Executive for panels to follow.”

And delete all after the first sentence and replace with:

“Conference welcomes the work undertaken to produce advice and guidance for the newly constituted NDC/NAC panels and for members involved in the disciplinary processes. Conference reaffirms previous decisions by Conference that complaints between members should be subject to lay led disciplinary procedures. Conference also pays tribute to the hard work and dedication of the members of the NDC/NAC panels who freely give their time.”

In paragraph 7, delete the second sentence and replace with:

“Conference also notes that the Certification Officer also investigated other complaints, for which the Union was exonerated, although not until after considerable time and resources had been expended. Conference recognises that the referral of internal Union matters to outside bodies should be a last resort. Conference notes the conclusions of the Certification Officer in his decision of December 2014; ‘this is the fifth complaint that has come before me this year involving the affairs of the NUT ..... Whilst the parties have the right to litigate should they so wish, such prolonged litigation is a drain on the energies and finances of all concerned, including the public purse, and diverts the Union from furthering the interests of its members’.”

In paragraph 8, delete text after “therefore” and replace with “the disciplinary procedures should be the subject of a thorough review.”

In the final paragraph (9), delete the first sentence and replace with:

‘Conference instructs the Executive to review the steps being taken to support lay officers and address the above three areas and include the progress made within the Executive Report presented to the 2016 Annual Conference.’

**44.2** (Croydon) to move,  
(Croydon) to second:

Add new point 4:

4. Protection for falsely accused  
Conference notes that on occasion lay activists may be publicly, falsely and maliciously accused of wrongdoing by “whistleblowers” over long periods. Conference believes such members should have recourse to the Union’s disciplinary procedures.’

**44.3** (City of Leicester) to move  
(Central Nottinghamshire) to second:

Add new paragraph after the paragraph ending “thorough review”.

Conference further believes that any review of the disciplinary rules should maintain the right of members not to face unjustified disciplinary processes or sanctions for expressing opinions about the policy and management of the Union. We note that, following the decision in the case of Parsons vs. NUT at the Certification Office, which the Union lost on this point, the Union’s Officers sought independent legal counsel as to whether to appeal against that decision. Counsel advised that the Union had no prospect of success in such an appeal. Counsel’s justification for this advice, costing the Union £1800, was that the NUT’s disciplinary rules governing the jurisdiction of disciplinary panels was unequivocal in declaring that such panels have neither the power to adjudicate nor issue disciplinary sanctions in cases where members expressed opinions on matters of Union policy and management. Conference endorses the view that the health of our Union is dependent on the continuation of free and robust debate about policies and management and that the comments made in an email on finances were, in the words of the NUT’s legal counsel, “strongly held views on a topic on which comment and criticism should not be limited.”

**CHILD MENTAL HEALTH  
MOTION 45**

PHILIP GRIFFIN (Wokingham and District)  
to move,  
(Rochdale) to second:

Conference believes that teachers are at the core of promoting emotional wellbeing. Teachers can promote mental health, identify early those experiencing or at risk of mental health problems and intervene appropriately.

Conference believes that emotional well-being of children and young people is just as important as their physical health. Good mental health allows children and young people to develop the resilience to cope with whatever life throws at them and grow into well-rounded, healthy adults.

Conference notes that many teachers feel wary or uncomfortable to broach the subject for fear of being mistaken. Spotting the signs of mental health problems early in children and young people is essential to prevent problems from escalating and continuing into adulthood.

Conference believes that in order to support the mental health needs of young people today, the issues of stigma and training for staff needs to be addressed.

Conference is concerned that only 6% of spending on mental health goes on services aimed at children and young people, even though 50% of lifetime mental illness starts by the age of 14. The majority of clinical commissioning groups (CCGs) and local authorities have cut or frozen their spending on child and adolescent mental health services (CAMHS) with 77% of CCGs freezing or cutting their CAMHS budgets between 2014/2015 and 2013/2014. Given that children's mental health services are, and perennially have been, chronically underfunded, it means that many young people are not receiving the help they need when they need it, which will only exacerbate and prolong their problems.

Conference condemns that in England there is only one mental health specialist per 30,000 young people under 20, compared with one per 5,300 in Switzerland, 6,000 in Finland and 7,500 in France.

Conference therefore instructs the Executive to:

1. Build links with sister organisations to campaign for properly funded treatment and resources at local authority level;
2. Lobby the Government to support teachers in recognising and appropriately intervening in mental health issues, including delegating ring fenced funding to schools for teacher training and resources;
3. Produce and distribute resources to head teachers, Personal Social Citizenship Health Economic Education co-ordinators (PSCHEE), and members in schools about the delivery of mental health education and its importance; and
4. Publish examples of good practice.

## **SOCIAL MOVEMENT TRADE UNIONISM (COMPOSITE)**

### **MOTION 46**

(Birmingham) to move,  
ROY WILKES (Bury) to second:

Conference congratulates the Executive for beginning to develop a model of social movement trade unionism, in particular through the medium of the Stand Up for Education Campaign. Conference notes that neo-liberal politicians the world over claim for their "reforms" that they are intended to improve the quality of education for working class children.

Conference believes however, that standardised tests, league tables, a climate of fear generated by Ofsted, Performance Related Pay, academisation and privatisation are of no real benefit to working class children. These neo-liberal reforms are a smokescreen designed to shift the blame for failings in the system onto teachers; they are based on a free market ideology that is diametrically opposed to the real interests of working class children.

Conference further believes that we can only resist this neo-liberal assault on education by building alliances with parents, students and the wider community. And we can only do that by inspiring our allies (and indeed our own members) to fight for positive changes in education, changes which actually would benefit working class children in particular.

Conference also recognizes that the building of such alliances requires that the Union recognise that poverty, low pay, poor housing and unemployment in particular adversely affect the life chances of the children we teach and therefore agrees to give appropriate support to those seeking improvements in these fields whenever possible.

Conference therefore believes it is now time to broaden, deepen and embolden Stand Up for Education. Consequently, Conference instructs the Executive to extend the focus of the Stand Up for Education Campaign with immediate effect by raising and prioritising the following aims and demands:

1. A radical and progressive reduction in class size. For a maximum class size of 22 in all schools by the end of the next parliament, with the aim of reducing that maximum to 15 by 2025;
2. Free school meals for all students under 18 and an immediate reinstatement of the EMA for 16 – 18 year olds;
3. Fully restore and properly fund early years programs;
4. Local democratic control of education. For the rebuilding and democratisation of Local Education Authorities; and
5. Fair and decent pay, conditions and pensions for all who work in education.

Conference recognises that with these aims the Stand Up for Education Campaign embodies a decisive rejection of austerity. Our proposed reforms could be funded by:

- i. Ending the charity status for independent schools, and indeed raising taxation on independent schools on the grounds of levelling the playing field;
- ii. Raising the tax rate on corporations and the rich; and
- iii. Curtailing expenditure on warfare and on socially unnecessary means of destruction, which threaten the future of our young people.

Conference further instructs the Executive to invite other trade unions, academics, parents' groups and sympathetic community organisations to join and help to organise the Stand Up for Education Campaign at national, regional and local levels.

### **Amendments**

**46.1** (Executive) to move,  
(Executive) to second:

Add new first sentence to paragraph five:

“Conference welcomes the success of the Stand up for Education campaign with large numbers of Question Time events organised by local officers; high profile and public endorsements of the Manifesto and a high level of engagement with and by members with the public. The Union has set the agenda on education issues running up to the General Election.”

**STAND UP FOR EDUCATION  
MOTION 47**

CHRIS DENSON (Coventry) to move,  
GLEN MYNOTT (Coventry) to second:

Conference congratulates and thanks the membership of the Union for the support that they have given to the Union's Stand Up For Education campaign over recent years, with successful street stalls across the country, lobbying of local MPs and well supported days of strike action whenever called upon to do so.

Conference also congratulates the Union for the publication of the "Manifesto for Our Children's Education", which has been supported by a plethora of educationalists, including Professor Robin Alexander, Sir Tim Brighouse and Sally Tomlinson, along with many well respected authors.

Conference thanks members across the Union who have worked hard to distribute the Manifesto to parents, politicians and in our local communities.

As part of our three stranded campaigning, to 'engage, pressure and strike', it is clear that there have been some real concessions won, not least the removal of the former Education Secretary, but also the concessions won by our previous strike action, safeguarding us from further deregulation the working conditions for teachers that was subsequently rejected by the STRB.

It is also clear that our campaigning has begun to shift the conversation around teacher workload. Our campaign both forced the Department for Education to publish the Workload Survey results, which have continued to worsen, at the expense of teachers, their families and education as a whole. The NUT campaign on this issue has also led the Education Secretary, Shadow Education Secretary and Deputy Prime Minister to all speak of the need to address teacher workload.

However, Conference also recognises that, despite our efforts, Government has succeeded in imposing its damaging legislative changes to teachers' pensions and pay arrangements, and that no firm proposals have been made by any mainstream political party into how to alleviate teacher workload concerns.

Conference recognises that the 2014 Campaign Ballot gave an overwhelming 98% positive response in terms of continuing the 'Stand Up For Education' campaign and 80% supported the call for further strike action in the run up to the General Election.

Conference therefore recognises that in order to push back the detrimental changes to teachers' pensions, to reverse the move to 'Performance Related Pay' for teachers and to challenge the continued below inflation pay awards, which have left our real terms pay reduced by almost 20% in 5 years, we will need to build on our successes and to step up our campaign.

In continuing our campaign, Conference calls on the Executive to:

1. Continue to push the use of the Manifesto and other campaign materials to put pressure on politicians across all parties to adopt NUT friendly policies;
2. Continue to engage with parents and our local communities to seek their backing for our campaign of action, explaining that by defending teachers' working conditions we are also acting to defend children's learning conditions; and

3. Set out a clear strategy to members which has the prospect of winning meaningful improvements to our pay, pensions and working conditions.

Conference therefore instructs the Executive to:

- i. Write to the new Education Secretary restating that the Union remains in dispute over teachers' pensions, pay and working conditions and asking for urgent negotiations to seek to resolve our dispute;
- ii. Make clear to our members and the incoming Government that, in order to resolve our dispute, the Union is seeking legislative changes that introduce a National Contract, Pay and Pensions Regulations to apply to all state-funded schools, which will include:
  - a. Real concessions and binding limits and on teacher workload that ensure a genuine work/life balance;
  - b. The removal of performance-related pay for the MPS and UPS spines;
  - c. An annual pay award, significantly above inflation, to recognise and take into account the fall of teachers real terms pay since 2010, to be applied to all pay points;
  - d. The reversal of the changes to the Teachers' Pension Age brought in by this government;
- iii. Take all necessary steps to prepare the Union for a calendar of ongoing national strike action;
- iv. Follow on from the overwhelming vote by members to support further strike action before the election, to plan for further strike action to occur during the Summer Term 2015;
- v. Announce that, should negotiations not achieve significant gains in line with our demands by the end of the Summer Term, then the Union will be taking a day of national strike action in September 2015, followed by two further days of national action later in the Autumn Term, with further action to follow in the Spring Term and beyond as part of an ongoing calendar of action should insufficient progress in talks be achieved; and
- vi. To seek to work closely with other trades unions to co-ordinate our action alongside them where possible, but not to be limited by this.

## Amendments

**47.1** (Executive) to move,  
(Executive) to second:

In paragraph 10, delete points iii. – vi. and replace with:

- iii. Prepare for and ballot for a national campaign of strike and non-strike action, seeking the involvement of other teaching unions, and non-teaching unions where appropriate, if insufficient progress is made in talks with the new Government on resolving the dispute;
- iv. Give full backing up to and including strike action to members where individual employers or schools operate unacceptable policies that do not meet the requirements of the NUT checklist and the ASOS instructions;
- v. Continue through our Stand up for Education and other campaigns to defend pensions, pay and conditions of service.

**47.2 (Composite)** (Islington) to move,  
(Ealing) to second:

Add to preamble:

The distinction between inner, outer and fringe London pay allowances is no longer fair. Non-payment of Inner London pay scales to teachers across the capital is damaging the prospects of children making it harder to recruit and retain teachers. Housing costs in outer London have risen significantly.

All London teachers need an allowance to take account of the additional cost of living in London. Teachers demonstrating on the recent Homes for London march under the banner “London needs teachers: Teachers can’t afford London” have done an important job in highlighting the issue.

Add to “Conference instructs the Executive to”:

- vii. Demand that the distinction between inner, outer and fringe London allowance should be abolished and replaced by a ‘London Living Allowance’ that is at least the level of the current inner London Allowance; and
- viii. Campaign in London school communities for a rise in London allowances in line with the increase in cost of living in order to create ‘London Living Allowance’ to;
  - I. Support local campaigns on pay & housing;
  - II. Include the demand for a London Living Allowance in future submissions to STRB;
  - III. Consider further action if progress on meeting the demand for London Living Allowance has not been made in time for next academic year Sept 2015;
  - IV. Work with organisations such as Homes for London, Defend Council Housing and the People’s Assembly to campaign for genuinely affordable housing for teachers and others across the public sector; and
  - V. Campaign, with other organisations as appropriate, for additional measures to increase genuinely affordable housing in London such as rent controls, affordable housing targets, compulsory renting of empty property and empowering of local authorities to build council houses.

**CLIMATE CHANGE (COMPOSITE)**

**MOTION 48**

MIKE GURNEY (Devon) to move,  
(Wakefield and District) to second:

Conference recognises that climate change poses a serious threat to human survival. It is therefore a safeguarding responsibility of every educator to inform and advise young people about this peril.

Conference recognises that the latest Intergovernmental Panel on Climate Change reports show that there is a significant risk of global temperature rise of 4°C+ by the end of this century.

This threatens the poor, the coastal and Island nations and the global south even more than it threatens Europe and the UK. This will lead to increased global migration, water shortages, destabilised agriculture and food supplies, as this century progresses.

Conference also recognises that the UK government refuses to recognise the seriousness and immediacy of the risks. This is in large part due to their allegiance to corporate global power and vested interests in the fossil fuel industry.

The only way to avoid catastrophic global warming is to leave most of the remaining fossil fuel reserves under the ground. However, the giant fossil fuel corporations are instead seeking out and exploiting ever more dirty, harmful and dangerous reserves, including those to be found in tar sands, shale gas, and in ever more extreme and dangerous environments.

Conference notes that all attempts thus far to resolve this crisis using market mechanisms such as carbon trading have failed dismally. Indeed, the annual rate of emissions continues to rise at a dangerously accelerating rate year on year.

Conference further notes that privatisation of the energy industry has been a disaster for both consumers and for the environment. The monopoly power of the big six energy companies has exacerbated fuel poverty while at the same time deepening our reliance on fossil fuels.

Conference believes that there are no market solutions to the climate crisis. Governments must instead take serious action themselves to resolve this crisis in a planned and democratic way. Doing so would create millions of quality jobs (in renewable energy, retro fitting and insulating buildings, expanding public transport, education and training etc), while at the same time enhancing the quality of life for working class people across the globe.

Conference notes that some schools have made huge progress in reducing their carbon footprint and their energy bills to zero, but that this progress has been piecemeal and has been largely funded by grants from non-governmental sources.

Conference further believes that education about this issue should include not only the science of climate change but also the history, economics and politics of fossil fuels, the need for deep rooted societal change in response to this crisis, and the role of mass protest and direct action in bringing about such change.

Conference believes that education and teaching can shape the quality of future society, yet our planet's very future is at stake. This is of widespread concern to students but is inadequately addressed in the curriculum.

However Conference also believes that the new curriculum has restricted opportunities to teach climate change as a subject, discourages co-operative, collaborative and explorative education and does not sufficiently allow for discussion and engagement with new ideas. Our young people will need a new mix of social resilience, intellectual and practical adaptability and critical thinking skills to be able to respond effectively to the climatic, economic and social mess they will inherit.

Conference also recognises that much of the educational environment is often of poor quality, so children and teachers suffer in inadequate working conditions.

Conference further notes that there are many organisations campaigning to reduce the impacts of climate change, and that many of them are aligned with our principles and our interests.

Conference demands:

1. An immediate ban on all extreme fossil fuel extraction, including hydraulic fracturing (fracking);
2. An emergency government plan of action to drastically reduce our dependence on fossil fuels and in the process to create a million climate jobs;
3. The immediate nationalisation, under democratic popular control, of the big six energy companies; and
4. That the Government should embark on a national programme of energy saving measures and installing renewables into schools and other publicly owned buildings.

Conference therefore instructs the Executive to:

- i. Organise a national “Education for Climate Change” conference bringing together teachers, NGOs, Academics and the few politicians who recognise climate change and the need for action;
- ii. Facilitate a series of working groups arising from this Conference to include but not be limited to:
  - a. Curriculum groups to develop age appropriate resources to support teaching about climate change;
  - b. Curriculum groups to develop age appropriate resources and opportunities to broaden education to include approaches such as co-operative and collaborative learning, learning outside the classroom, and project based learning to support the development of understanding, skills and attitudes that will in turn give young people the resilience and adaptability they will need in the future; and
  - c. A “Climate Friendly Schools” group to develop resources to support schools in reducing their fossil fuel reliance and adapting their buildings to be resilient to future weather and climate impacts, thereby improving working conditions for our members, the profession and for young people.
- iii. Publicise this work through Stand Up For Education and our Education Manifesto.
- iv. Ensure that no NUT reserves are invested in fossil fuel industries;
- v. Run a “No Fracking Under My School” campaign and support schools who are directly threatened by fracking;
- vi. Affiliate to the Campaign Against Climate Change (CCC) and to participate fully in its Trade Union Group at Executive and/or DGS level and promote it’s Million Climate Jobs Pamphlet in all workplaces where we have members; and
- vii. Investigate the feasibility of distributing the Campaign against Climate Change’s Million Climate Jobs pamphlet (sponsored by Unite, FBU, PCS, TSSA and several other unions) to every workplace where we have members.

### **Campaign Against Climate Change Aims and Objectives**

The Campaign against Climate Change (CCC) exists to push for the urgent and radical action we need to prevent the catastrophic destabilisation of global climate.

The destabilisation of global climate has become the very greatest threat to our planet and everyone on it – with the possible exception only of all-out war with modern weapons of mass-destruction. We do not know how much irreversible damage we have done already but we know that if we do not act now the effects will be many times more devastating still.

1. The CCC exists to secure the action we need - at a local, national and, above all, international level - to minimise harmful climate change and the devastating impacts it will have. To that end the CCC seeks to raise awareness about the gravity and urgency of the threat from climate change and to influence those with the greatest power to take effective action to do so with the utmost speed and resolution. Where ignorance, short term greed and vested interests stand in the way of the action that is urgently needed, the CCC exists to fight against all of these things.
2. In particular the CCC brings people together for street demonstrations, designed to get together the greatest number of people possible, and to create a mass movement to push for our goals.
3. The CCC seeks a global solution to a global problem and aims to push for an international emissions reductions treaty that is both effective in preventing the catastrophic destabilisation of global climate and equitable in the means of so doing. To be effective such a treaty needs to secure such reductions in the global total of greenhouse gas emissions as are deemed by the broad consensus of qualified scientific opinion to be necessary to prevent harmful climate change. The CCC aims to campaign against those with the greatest responsibility for preventing or delaying the progress we urgently need towards an international climate treaty.
4. The CCC recognises that the issue of the destabilisation of global climate has enormous implications in terms of social justice and global inequality. The damage to the earth's atmosphere has so far been done mainly by the rich nations but it is the poorest who will suffer the greatest and most immediately. The CCC recognises that any solution to the problem must be as fair as possible, incorporating principles of social justice and not exacerbating global inequalities.
5. The CCC aims to bring together as many people as possible who support our broad aims of pushing for urgent action on climate and reducing global emissions. The CCC does not therefore campaign on the important but more detailed questions of how best to achieve these emission reductions and recognises that supporters will have different and deeply held views on these issues.

## **UNION DEMOCRACY**

### **MOTION 49**

(City of Leicester) to move,  
(South Nottinghamshire) to second:

Conference agrees that a healthy Union needs to strive to maximise the involvement of its membership in its democratic structures and procedures, particularly when it comes to the election of its National Officers, Officials and National Executive.

Unfortunately, the turnout of just 13% in the election for NUT General Secretary 2014-2019 indicates the Union needs to work strenuously to engage a greater proportion of its membership in its election processes.

Conference recognises that excessive workload is an important factor in preventing members from considering issues beyond the immediate tasks they face as teachers. Conference agrees that, as well as improving education and the quality of teachers' lives, our campaign to reduce workload can also help member engagement in the Union.

However, Conference also recognises that the failure to even mention the fact that the General Secretary election was taking place in the May/June 2014 issue of The Teacher magazine, sent to every member during the election period, was certainly unhelpful in boosting voter turnout. This was in sharp contrast to the Teacher magazine issued at the time of the previous contested election in 2004.

Conference notes that this absence of publicity is related to the current Union ruling stating that statements from candidates may be publicised on the Union website and in The Teacher, “subject to other candidates all agreeing”. Conference resolves that this ruling must be changed to prevent one candidate having an effective veto over other candidates’ statements being publicised in this way.

Conference also believes that the Union’s rules for nomination procedures must be changed to take account of the greater use of email communications to notify members of the Union’s meetings and activities. While it is vital that members are regularly informed about Association and Division events, no nomination should be ruled out based on an expectation that every individual member should have received a paper copy of a meeting agenda nor through a failure by an individual member to provide an up-to-date email address to the Union database.

Conference therefore resolves that:

1. In future elections for National Officers, GS and DGS, each eligible candidate shall have the right to provide a statement on the Union website and in The Teacher magazine, regardless of whether all other candidates agree to do so as well; and
2. Where it states in the Appendix VIII of the Union’s Rules regarding Nomination procedures for National Elections, that “The Secretary of each Constituent Association shall give to the members at least seven days’ notice of the time and place of the General meeting to decide on the nominations”, it shall be deemed to be sufficient for the Secretary to have sent an email to each email address on the current National Union database making clear the business to be conducted at the meeting as stated in Paragraph 4.1 of Appendix VIII.

## **Amendments**

**49.1** (Executive) to move,  
(Executive) to second:

In paragraph six, delete point 2. and replace with:

2. That there be a full review of the Union Rules relating to the nomination procedures for National Elections with recommendations brought to Annual Conference 2016.



**FIFTH SESSION**  
**MONDAY 6 APRIL**  
**9.15AM – 12.30PM**

# **ORGANISING & MEMBERSHIP SECTION (Private)**

**Monday, 6 April**

**Fifth Session**

(to be taken at 9.15 – 10.30 am)

**MOTION 50**                      ROGER KING (Executive) to move,  
ANNETTE PRYCE (Executive) to second:

That the Organising and Membership Section of the Annual Report of the Executive be adopted (Annual Report of the Executive pages 44-51).

## **DEFENDING FACILITIES TIME**

**MOTION 51**                      (Croydon) to move,  
(Camden) to second:

Conference notes that the government carried out an investigation into the amount of facilities time given to NUT local associations last year. Whilst there were no immediate recommendations from this investigation, Conference believes that we have a duty to protect what facilities time we still have.

Both the Conservatives and Liberal Democrats are determined to cut facilities time. The Union has defended facility time through:

1. Appealing to Academies locally to pay into a 'pot';
2. Recruited local organisers to support associations;
3. Worked with other unions, including heads associations, to oppose the delegation of release time;
4. Campaigned for recognition in free schools; and
5. Worked to build professional unity with other teacher unions

The Union has successfully campaigned to win back facilities time in a good proportion of areas where it has been cut.

To help win the arguments in our favour, we need to show that we understand that facilities time arrangements are there to release serving teachers.

Conference believes that it would be good practice for every Divisional Secretary to have a job in a school, as every Division would then be rooted in the classroom.

## **Amendments**

**51.1**                                (Calderdale) to move,  
(Hammersmith and Fulham) to second:

Insert new first paragraph:

“Conference recognises that the present Government continues to seek reductions to the total amount of facilities time across the public sector for trade union representatives to carry out their duties. It also recognises that the Government is

determined to make it as difficult as possible for those elected lay people with significant responsibilities to have the individual time off that they need to carry them out, evidenced by its treatment of senior PCS representatives in the Civil Service.”

Delete second sentence of new second paragraph and replace with:

“Conference congratulates the large majority employers of teachers who have refused to bow to Government pressure to reduce facilities time or dictate to unions how they can allocate it.”

Amend 1 to read “convincing many academies to buy into local arrangements”

Amend 2 to read “used the Organising Team to support some Divisions in this work”

In new fourth paragraph, replace “a good proportion of” with “some”.

Delete last two paragraphs and replace with:

“Conference recognises that it is for local associations and divisions, through their democratic processes, to elect their local officers and to allocate facilities time to them. It also recognises that, for the future of the Union, it is vital to bring new serving teachers into local activity and office-holding, in order to ensure that serving teachers remain the backbone of the Union.

Conference instructs the Executive to:

- i. Give the highest priority to work that enables our lay structure to remain the leading element in our Union.
- ii. Use the new organising team to support more divisions in the defence and improvement of facilities time.
- iii. Reduce the burden of casework on local officers so that they can also give proper priority to negotiating, organising and campaigning.”

**51.2** (Southwark) to move,  
(Southwark) to second:

Add new sentence at end of third paragraph:

However, with facilities time still unstable and no longer guaranteed it is necessary to make sure our lay activists are not left vulnerable in circumstances where it under threat and they have no job in a school to which they can return.

Add, at end:

Conference instructs the Executive to investigate possible ways in which this principle could become a permanent feature through the Union.

**CASEWORK  
MOTION 52**

KEITH GARDINER (West Hampshire) to move,  
ROSEMARY CLARKE (West Hampshire)  
to second:

Conference notes with growing concern the increasing demands on Local Association and Division caseworkers.

Conference notes the work of the Working Party for the Support for Local Associations and Divisions, (SLAD), and the resolution “representing Members and Maintaining a Lay Led Union at Annual Conference 2012. Since Conference 2013 an Executive and staff task group called “Task Group for Representing Members” (TGRM) has been set up. Conference believes, however, that as yet, none have had beneficial effects for the Union’s caseworkers.

Conference also recognises the appointment of Division Support Officers but has considerable concern about their remit and prioritisation of their placement within the Regions, Divisions and Associations. Conference believes it is unfortunate that there was little consultation with local officers of the Union about the nature of these appointments and the question of their permanence.

Conference notes with great interest the research on casework carried out by West Hampshire NUT in summer of 2012 and the resulting findings and report.

Conference applauds the establishment of the AdviceLine for members, however, Conference believes that the demands on caseworkers are continuing to increase and that urgent action is still required to reduce these. Conference further notes:

1. The increasing volume, complexity and the associated time commitment of cases;
2. The level of seriousness of cases that local caseworkers are now being expected to manage;
3. The greater volume of casework being passed to Associations and Divisions from Regional Offices;
4. That Regional Officials are not able to spend as much time in Associations and Divisions as previously;
5. The much greater current pressures in their teaching roles, on in-service members, make it more problematic for them to carry out casework;
6. The regrettable reduction in facility time in some areas, exacerbated by the rapidly increasing number of non-Local Authority schools and the difficulties within some Local Associations of setting up a central funding pool;
7. The growing number of Associations and Divisions with some or total reliance on retired members to act as caseworkers; and
8. The confusing range of remuneration being made to some caseworkers, for example, facility time/honoraria/direct payment by Associations or Divisions.

Conference therefore calls upon the Executive to:

- i. Research the views of all Associations and Divisions regarding all aspects of providing casework support for members, to include: volume, methods, support, complexity, remuneration, etc. This questionnaire must be distributed before the end of June 2015;
- ii. Present the collated findings to the Division Secretaries Briefing in October 2015 and to distribute the written findings of the research to all Local Association Secretaries at the same time;
- iii. Seek in the meantime to investigate and put into effect such measures as will directly assist caseworkers in dealing with their increasing burden; and
- iv. Bring recommendations to Annual Conference 2016 which will provide direct and positive support to all those who carry out the vital role of caseworker for the Union.

## Amendments

**52.1** (East London) to move,  
(Croydon) to second:

In second paragraph delete final sentence.

Amend Paragraph 3 to read:

“Conference also recognises the appointment of Division Support Officers and welcomes the work of the Organisers in supporting associations and divisions that were under threat. Conference calls for divisions and associations to be consulted about the ongoing work of this project.”

Amend Paragraph 5 to read:

“Conference applauds the establishment of the AdviceLine for members and notes that this has reduced the number of first time calls to Local Associations. Conference notes that in the first year of operation the Advice Line has dealt with 48,000 calls from members with 17% being referred to regional office or associations for further action.”

Add new Paragraph 6 to read:

“Conference believes that there is a rich expertise in the Union in dealing with casework and that members need to feel that they will be well supported. Conference recognises that in the current climate with the future of facility time uncertain we need to ensure that this experience and skill is 'cascaded down' to a wider layer of activist including school Reps; willing school reps should be encouraged to deal with some casework and can, with engaged school groups, prevent some casework starting.”

Amend first line of existing Paragraph 7 to read:

“Conference notes however:”

In 2., insert “some” between “that” and “local”

In 3., insert “some” before “Associations”

Amend 5 to read “Greater pressures in teaching roles make it more problematic for some local officers to carry out Casework.”

Delete point 7.

Delete point 8.

Amend final paragraph to read:

“Conference therefore calls upon the Executive to:

- i. Conduct a review of the impact of the organising strategy of the Union
- ii. Research how much time Associations and Divisions spend on Casework
- iii. Investigate how to set up and encourage more local reps networks – particularly where reps are taking on casework – to support each other.

Use this data to continue to develop the work of:

- a. The Organising Team
- b. The Organising strategy of the Union
- c. Any proposed changes to the structure of regional offices.”

**52.2** (Executive) to move,  
(Executive) to second:

Para 2 sentence 3 Delete all after “Conference” and insert:

“notes that AdviceLine has had a significant effect on reducing the number of routine calls received by divisions and associations, although the amount of casework is still an area of concern”.

Para 3 beginning “Conference also recognises” Delete all and insert:

“Conference notes the establishment of a new permanent organising structure from January 2015 and the Executive decision that development plans to deal with the issues resulting from the fragmentation of the education system would be prepared in full consultation with associations and divisions. Conference welcomes the inception of the reps support and development programme including a review of reps training which has already had an impact on the success and confidence of workplace reps”

Para 5 beginning “Conference applauds” Delete all after “members” and insert:

“and notes that in the first year of operation the service took over 48,000 calls and emails from members relating to 32,000 enquiries, 17 per cent of which were referred to regional offices and associations. Conference recognises that with a twenty fold increase in the number of employers nationally, the only way in which the Union will be able to manage this will be to build capacity at local association and workplace level to support casework.”

Para 6 beginning “Conference further notes” Delete points 3, 4 and 8 and renumber. Add new point 6:

“The success many local associations have had in campaigning for the establishment of central local authority pots for academies to buy into and for school funding to be ‘de-delegated’ to the local authority”

New para 7:

“Conference agrees that the increasing volume, complexity and associated time commitment and the level of seriousness of cases that local caseworkers are now being expected to manage and the number of referrals from regional/Wales office and AdviceLine require urgent investigation. Conference therefore calls upon the Executive to conduct research into the pressures on local caseworkers.

In new para 8 beginning “Conference therefore calls”:

In point i sentence 1 delete “remuneration,”.

## **PROFESSIONAL UNITY MOTION 53**

(Ipswich) to move,  
(Oxfordshire) to second:

Conference believes that the May 2015 general election will be deeply significant for education. Whatever the outcome however, teachers and all who work in or have an interest in education will need to be better organised, more forceful and ever more united to defend education and promote a fully comprehensive and not-for-profit state education system.

Conference commends the leadership of the Union for the work that has been done to build professional unity.

Conference welcomes the steps taken over the past year including the professional unity conference of the 1<sup>st</sup> March and the activity that has developed from this.

Conference reaffirms the view that a crucial question for the teaching profession is that of building a new union fit for the 21<sup>st</sup> century.

Conference instructs the Executive to work with all unions that share this objective to take steps as necessary to achieve this aim as a matter of priority.

**53.1** (Brent) to move,  
(Brent) to second:

Add after the last sentence:

In particular Conference authorises the Executive Committee, if and when it is satisfied that a proposed agreement has been reached that meets the essential requirements set, and if it is confident this is the best possible that can be negotiated, to authorise moving to the next stage in the process as laid down by NUT rule, of seeking the view of the membership by means of a secret postal ballot of all members.

# EQUALITIES SECTION

**Monday, 6 April**

**Fifth Session**

(to be taken at 10.30 – 11.45am)

## **RACISM, MIGRATION AND ISLAMOPHOBIA (COMPOSITE)**

### **MOTION 54**

(Islington) to move,  
(Redbridge) to second:

Conference reaffirms policy adopted at Annual Conference 2013 expressing the view that the Union “defends the rights of all children and their families, regardless of immigration status, to have access to social housing, welfare services and in particular the NHS, free at the point of need. Conference condemns the attempts by politicians to scapegoat immigrants, asylum seekers and refugees for the economic problems of Britain which are the result of ‘casino’ economics and a refusal to invest in public services, housing, health, education and social welfare.”

Conference notes:

1. The continuing rise in anti-migrant propaganda, which is being disseminated by much of the media, is largely based on myths that seek to lay the blame for national and local economic and social problems on migrants, rather than on the financial institutions and politicians who are bent on promoting austerity, tax cuts for the rich and privatisation of public services including the NHS;
2. The growth of UKIP, a party funded by millionaires, in local elections and especially in the most recent European elections, where they came first, winning 27.5% of the vote;
3. That the rise in support for UKIP and its anti-migrant policies has been mirrored across Europe, and that mainstream parties in this country have failed to challenge these policies, leading to anti-migrant sentiments becoming widespread, and the legitimisation of racist and xenophobic attitudes;
4. That UKIP's education policies threaten to undermine our vibrant, diverse multicultural education system as they seek to ramp up privatisation and reintroduce selective education and grammar schools. Their mantra of 'putting England first' threatens the support currently given to refugee and migrant children, to undermine EAL provision and to remove the human rights of the children of migrants;
5. That anti-immigrant and anti-Muslim propaganda has been used to stir up racial hatred and Islamophobia, for example around the issues of child abuse, and in the use of Ofsted to inspect schools suspected of promoting 'extremism'; and
6. That as part of the 'war on terror' there is talk of dealing with “non-violent extremism”, of banning the airing of “extremist views” and the increased use of deportations and the removal of citizenship.

Conference welcomes:

- i. The publication by a number of TUC Regions of a booklet laying out the facts on immigration;
- ii. The inauguration of the Stand Up To UKIP campaign and its successful, diverse and loud demonstration held at UKIP's conference in September, backed by a broad coalition of MPS, anti-racists, community groups and trade unionists;

- iii. The welcome comments of leading members of the NUT in opposing the poisonous influence of UKIP; and
- iv. The continuing support given by the NUT nationally and locally to campaigning against organizations such as the BNP and the EDL.

Conference instructs the Executive to:

- a. Reaffirm the Union's policy agreed at Annual Conference 2013 to support "campaigns against racism, Islamophobia and against those seeking to scapegoat immigrants" producing appropriate material for members to explain our policies;
- b. Circulate the publication produced by a number of TUC regions which challenges the growing anti-migrant propaganda with an appropriate NUT introduction;
- c. Challenge in the national press, whenever possible statements and policies which run counter to Union policies and encourage divisions, associations and members to do so locally;
- d. Campaign for the maintaining or restoration of Ethnic Minority Achievement Teams within Local Authorities;
- e. Encourage members to invite speakers from a wide variety of backgrounds into their schools to speak in assemblies, staff meetings and so on; and
- f. Continue to use our political fund to campaign against racist and fascist organizations in the run up to the general election.

## **Amendments**

**54.1 (Composite)** (Birmingham) to move,  
(Executive) to second:

Add new second paragraph:

Conference reaffirms the Union's commitment to opposing all forms of racism and xenophobia, including Islamophobia and anti-Semitism. Recognising the spread of anti-Semitism in Europe and the threats it poses in Britain, Conference reaffirms the Union's involvement with the Holocaust Memorial Trust and work to commemorate acts of genocide and ethnic cleansing throughout the world.

Add new section "Conference believes":

- 1. That schools should be places where young people can discuss events in a spirit of enquiry and openness and that teachers are well placed to facilitate such discussions and deal with the expression of unacceptable viewpoints;
- 2. That many teachers may feel uncertain about engaging in such discussions with students and may feel the need for guidance and quality professional development on how to do this;
- 3. That the government's promotion of "British Values", the Prevent agenda and the use of Ofsted to monitor these is having the effect of closing down spaces for such discussion and that many school staff are now unwilling to allow discussions in their classroom for fear of the consequences;
- 4. Where schools have evidence that students may be vulnerable or at risk as a result of exposure to groups promoting violence or extremism that this should be dealt with under existing safeguarding procedures, rather than new procedures, which may require schools to report concerns directly to the Police or law enforcement agencies, which could have the effect of criminalising them.

In “Conference welcomes”:

Add new points:

- v. The Union's continued sponsorship of Show Racism the Red Card and the excellent teaching resources on a range of topics including homophobia, the far right and Islamophobia.
- vi. The continued work with and promotion of Unite Against Fascism (UAF), Searchlight and Hope Not Hate.

In “Conference instructs the Executive” add new points:

- g. Encourage local associations to consider holding events aimed at promoting the work and resources of Show Racism the Red Card;
- h. Issue Union guidance and quality professional development on how to deal with controversial subject matter in classrooms to NUT members and seek to work with other unions and organisations including employers where possible;
- i. Call on the next government to remove school settings from the requirements of the Prevent legislation and to remove the monitoring of “British Values” from the Ofsted remit.

**54.2** (Coventry) to move,  
(Coventry) to second:

Add new second paragraph:

“Conference reaffirms the Union’s commitment to opposing all forms of racism and xenophobia, including Islamophobia and anti-semitism. Recognising the spread of anti-semitism in Europe and the threats it poses in Britain, Conference reaffirms the Union’s involvement with the Holocaust Memorial Trust and work to commemorate acts of genocide and ethnic cleansing throughout the world.”

Add new section “Conference believes”:

- i. That schools should be places where young people can discuss events in a spirit of enquiry and openness and that teachers are well placed to facilitate such discussions and deal with the expression of unacceptable viewpoints;
- ii. That many teachers may feel uncertain about engaging in such discussions with students and may feel the need for guidance on how to do this;
- iii. That the government's promotion of “British Values”, the Prevent agenda and the use of Ofsted to monitor these is having the effect of closing down spaces for such discussion and that many school staff are now unwilling to allow discussions in their classroom for fear of the consequences; and
- iv. Where schools have evidence that students may be vulnerable or at risk as a result of exposure to groups promoting violence or terrorism that this should be dealt with under existing Safeguarding procedures, rather than new procedures which may have the effect of criminalising them.

In “Conference welcomes” add new point:

- v. The Union's continued sponsorship of Show Racism the Red Card and the excellent teaching resources on a range of topics including homophobia, the far right and Islamophobia.

In “Conference instructs the Executive” add new points:

- g. Encourage local associations to consider holding events aimed at promoting the work and resources of Show Racism the Red Card;
- h. Call on the government to issue joint guidance with teacher unions to teachers on how to deal with controversial or difficult subject matter in their classrooms;
- i. Issue our own guidance on the above to NUT members; and
- j. Call on the next government to remove school settings from the requirements of the Prevent legislation and to remove the monitoring of “British Values” from the Ofsted remit.

**WOMEN IN THE UNION  
MOTION 55**

ANNETTE PRYCE (Buckinghamshire) to move,  
(Croydon) to second:

Conference congratulates the Union on the work that it has done to increase women's involvement in the Union. It notes in particular:

- 1. The change to organising speakers at Conference which has seen an increase in women speakers for the last two years. In 2013 54% of the speeches were from women and this rose again in 2014 to 61%;
- 2. The growth of Women's Networks in parts of the country; and
- 3. The Women's Roundtable event held nationally.

However Conference is concerned about the wider involvement of women in the Union particularly:

- i. That in 2014 just 39% of association/division secretaries are women and 54% of equalities officers are women even though women make up around 76% of NUT members; and
- ii. Female representation on the Executive currently stands at 30%, the lowest figure since 1996.

Conference notes that in sister unions such as the UCU and UNISON the representation of women is much better. UCU's membership is 49% female and 50% of its National Executive is women. UNISON's membership is 70% female and 66% of its National Executive is women.

The work of the Women's Networks in areas of the country has been particularly successful at engaging women and involving them in local activity. Conference believes that this work needs to be expanded to build on this successful initiative.

Conference therefore calls on the Executive to:

- a. Set up a working group with lay representatives to look at ways that the Union can develop the involvement of women in the Union including looking at the work of our sister unions in developing this;
- b. Ensure that this working group brings a set of recommendations to Conference 2016 for Conference to consider; and
- c. Arranges an annual Women's Roundtable event to allow women members to share ideas.

## **Amendments**

- 55.1** (East London) to move,  
(Nottingham City) to second:

Re-word point 3 to say:

3. The Women's Roundtable event held in 2012

Add new sentence after point 3:

"Conference notes that 73% of our school representatives are women indicating that at school level women's representation is comparable to the membership."

Re-word point c:

- c. Arrange an annual Women's Roundtable event in a different region each year to be co-ordinated by Regional Office to allow women members to share ideas and develop strategies for organising at school, local, regional and national levels.

## **AGE DISCRIMINATION IN TEACHING**

### **MOTION 56**

MICHELLE REES (Somerset) to move,  
SUSAN AMATIELLO (Somerset) to second:

The Union has recently carried out a survey examining the impact of the menopause on teachers, but the Union should also focus on why certain teachers are being discriminated against, because of their age. Many teachers who move through the pay scale and threshold are highly skilled and experienced professionals, who support and mentor other teachers.

These teachers are being paid according to their professional status and receiving their deferred salary; but, find that they are being targeted as being too expensive, not because they are failing.

In many other working environments experienced employees are seen as a benefit by their employers, but unfortunately in teaching, experience is not always recognised.

Schools need a balanced workforce that reflects society and the Union should protect members from being targeted and discriminated against, because of their age.

Conference instructs the Executive to:

1. Campaign for a balanced teacher workforce and highlight the benefits of experienced teachers;
2. Train caseworkers in how they should support targeted experienced teachers;
3. Monitor casework where there is a pattern of such teachers being targeted in LAs; and
4. Highlight the Union's concern of age discrimination of experienced teachers and the consequential impact on teacher shortage, with the Secretary of State for Education.

## **Amendments**

**56.1** (Ealing) to move,  
(Lambeth) to second:

Under “Conference instructs the Executive to” add new action point 5:

5. Encourage Associations and Divisions to highlight where older staff are being discriminated against, for example in terms of pay or misuse of capability and disciplinary procedures, and where appropriate seek to organise industrial action up to and including strike action.

# RESOURCE MANAGEMENT SECTION

**Monday, 6 April**

**Fifth Session**

(to be taken at 11.45am – 12.30pm)

**MOTION 57** IAN GRAYSON (Executive) to move,  
ANNE LEMON (Executive) to second:

That the Resource Management Section of the Annual Report of the Executive be adopted (Annual Report of the Executive pages 66-69).

## **Amendments**

**57.1** (West Sussex) to move,  
(West Sussex) to second:

Page 66, Point 2(e):

“Reference Back”

Explanation: Two years ago Conference unanimously carried motion 45 on Executive Member Representation, which instructed the Executive to set up a time limited task group and report back to conference. Last year no such report was produced, but the mover and seconder of the Resource Management Section “assured” Conference that a report would ready for this year’s Conference. This has not happened. The instructions of Conference have been ignored.

## **EXECUTIVE MEMBER REPRESENTATION 2015 (COMPOSITE)**

**MOTION 58** (Oxfordshire) to move,  
HELEN CURRIE (Wokingham and District)  
to second:

Conference notes that the Executive working party has met on five occasions and been unable to make any recommendations to Conference in the two years since Conference passed this motion.

Conference believes still, as passed in 2013, that the Executive should reflect a gender balance and “the amount nature and distribution of membership within, and the size and geographical make up of, each District.”

Conference believes that it is in the wider interests of the membership of the NUT for its Executive to reflect this.

Conference moves, therefore:

1. That the working party be taken out of the hands of the Executive and that a new Lay-member working party be put together, with the same terms as the Executive working party and with the same proposals discussed by that working party as a starting point;
2. That each region and Wales elects two delegates, and London elects four delegates, (who cannot be members of the Executive) for the working party, at least half of each delegation must be female;
3. That this working party meets for the first time by autumn 2015 and produces a memorandum for Conference 2016; and
4. That this working party be chaired by the National President.

## Amendments

- 58.1** (West Sussex) to move,  
(West Sussex) to second:

Add new point 2 and renumber:

2. Conference asks that, additionally, the job sharing of EC posts should be considered as a measure to facilitate a more diverse range of NEC representatives.

- 58.2** (Portsmouth) to move,  
(North Yorkshire) to second:

Delete 1. and replace with:

1. That a new working party be set up, containing an equal number of Executive members and region and Wales delegates, with the same remit as the Executive working party and with the same proposals discussed by that working party as a starting point;

- 58.3** (Rochdale) to move,  
(Rochdale) to second:

Delete all from "Conference moves..." and replace with

"Conference believes that there is general agreement that, as a result of membership growth, some geographical areas are now under-represented on the National Executive. It instructs the Executive to consult on, and then bring to Annual Conference 2016, plans to improve representation in those areas.

Conference recognises that there is a problem of under-representation of women on the National Executive. It recognises that there is also a problem of under-representation of women at Divisional Secretary level.

Conference therefore instructs the Executive to:

1. Set up a working party with Executive and lay representatives, at least half of whom must be women, to look at ways that the Union can develop the involvement of women in the Union including looking at the work of our sister unions in developing this;
2. Carry out consultation with Associations and Divisions and individual members on what changes they believe are necessary to improve such involvement
3. Bring recommendations to Conference 2016 via a Memorandum on whatever changes are proposed to Rule or practice; and
4. Arrange an annual Women's Roundtable event to allow women members to share ideas."

**SIXTH SESSION**  
**MONDAY 6 APRIL**  
**2.00PM – 5.30PM**

## **FRED AND ANNE JARVIS AWARD**

**Monday, 6 April**

**Sixth Session**

(to be taken at 2.00 – 2.15pm)

The President to present the Fred and Anne Jarvis Award.

# **STRATEGY, FINANCE AND COMMUNICATIONS – WALES/CYMRU SECTION**

**Monday, 6 April**

**Sixth Session**

(to be taken at 2.15 – 2.45 pm)

## **TEACHER AND SCHOOL ACCOUNTABILITY IN WALES**

### **MOTION 59**

(Rhondda Cynon Taf) to move,

(Rhondda Cynon Taf) to second:

Conference deplores the excessive accountability culture which has developed in Wales. Conference notes that this problem has been particularly acute since the appointment of the previous Education Minister and the publication of the last set of PISA results.

Since the establishment of the Regional Consortia, teachers in Wales have been under intense scrutiny. According to the Hill Report of 2013 Consortia should cover a standard set of key functions to 'drive up standards'. Teachers' workload has increased substantially because of oppressive monitoring and evaluation policies. Teacher stress in Wales is high and has been exacerbated by the obsession with school performance data derived from several sources whose outputs are often inconsistent and occasionally contradictory. Conference welcomes the abolition of banding but remains to be convinced that school categorisation offers a fairer, more accurate and workable system.

In addition to this classroom observation is increasing and teachers are being scrutinised inordinately.

Conference notes that school leaders are being placed under increased pressure to improve school performance with diminishing resources and inadequate support and this pressure is often passed on to classroom teachers, with consortium visits and monitoring often used as an excuse to require additional work from teachers. Conference condemns the lack of support for teachers and schools in the new consortium system which focuses too heavily on monitoring and challenge.

Conference condemns the ERW consortium in particular for seeking to take for itself the role of employer and its failure for some time to engage constructively with teacher unions.

Conference calls on the Executive to request the earliest possible meeting with the Wales Education Minister to seek agreement that:

1. Union policy on monitoring and workload is adhered to;
2. The demands placed on school leaders and their teachers for data analysis and evaluation and the subsequent monitoring by consortia are reasonable; and
3. The imbalance between challenge and support is urgently addressed.

# **STRATEGY, FINANCE AND COMMUNICATIONS SECTION (CONTINUED)**

**Monday, 6 April**

**Sixth Session**

(to be taken at 2.45 – 4.00 pm)

See Pages 67 to 89.

## **EMPLOYMENT CONDITIONS AND RIGHTS SECTION**

**Monday, 6 April**  
**Sixth Session**  
(to be taken at 4.00 – 5.30 pm)

See Pages 31 to 49.

**SEVENTH SESSION**

**TUESDAY 7 APRIL**

**9.15AM – 1.00PM**

# **SALARIES SUPERANNUATION AND EDUCATION ECONOMICS SECTION**

**Tuesday, 7 April**

**Seventh Session**

(to be taken at 9.15 – 10.30 am)

## **TEACHERS PAY AND A NEW GOVERNMENT**

### **MOTION 60**

(Kirklees) to move,

(Bradford) to second:

Conference believes that the present Government's treatment of teachers' pay has enormously damaged the morale of the profession and is causing an intensifying recruitment and retention crisis.

Teachers have suffered a 16% real terms decline in the value of their take-home pay at any particular point on the pay scale. In addition, employers are now being encouraged to treat the lower end of the Main Scale, rather than the top of the Upper Pay Spine, as the normal salary for an un-promoted teacher. Schools are also encouraged to end any proper and transparent system of pay points and levels. As a consequence, teaching is ceasing to be an occupation that will meet the aspirations of a well-qualified graduate.

Conference believes that there has to be a new start for teachers' pay. It therefore instructs the Executive to seek from any new Government:

1. An end to the pay freeze and a plan to restore, over a fixed period of time, the real value of all teachers' salaries;
2. The restoration of mandatory pay scales and responsibility payments for all teachers whose employment is publicly funded, including those in academies, free schools and sixth form colleges;
3. The restoration of national pay bargaining;
4. An end to the current system of so-called "performance related pay" that has been so arbitrary and so destructive of teacher morale; and
5. A combination of a living wage and affordable housing that will allow teachers to live in London and the fringe areas.

Conference further instructs the Executive to:

- i. Put the above proposals to all parties in the run-up to the General Election and report on their responses to our members;
- ii. Prepare for and ballot for a national campaign of strike and non-strike action, seeking the involvement of other teaching unions, and non-teaching unions where appropriate, if no progress is made in talks with the new Government on agreeing and implementing these proposals;
- iii. Give full backing, up to and including strike action, to members where individual employers or schools operate unacceptable pay policies that do not meet the requirements of the NUT checklist; and
- iv. Continue through our Stand Up For Education and other campaigns to emphasise the negative consequences for the education of children of restrictive and divisive pay policies.

## Amendments

- 60.1** (Executive) to move,  
(Executive) to second:

Paragraph 2 – Delete first and second sentence and replace with:

Teachers' pay has been cut by 15% in real terms during the Coalition Government's term in office due to below inflation pay increases and pay freezes, and teachers have suffered additional cuts in take-home pay of up to 5 per cent as a result of increases in pension contributions. The imposition of PRP on the Main Scale has meant that many teachers have been denied pay progression, while the abolition of pay portability has allowed schools to disregard pay progression secured elsewhere by teachers joining the school.

Paragraph 3 – Insert new paragraph before existing para 3:

Conference deplores the Coalition Government's continuing policy of pay restraint which proposes a further below-inflation 1% pay increase in September 2015. Conference also deplores the emerging impact of its changes to pay progression, as shown by the NUT's survey which showed the new system for pay progression is cutting rates of progression and leading to greater bias and discrimination as well as causing extra workload.

Paragraph 3 – Add new bullet point:

6. The restoration of pay portability.

- 60.2** (Ealing) to move,  
(Lambeth) to second:

Add new paragraphs 3 and 4 and renumber accordingly:

Conference congratulates teachers demonstrating on the recent homes for London march under the banner "London needs teachers: Teachers can't afford London", who highlighted the issue.

Conference further notes that London teachers are facing a situation where housing costs, as well the declining value of the London Allowances are making it increasingly difficult to live in London, and that this is affecting children's education, making it increasingly difficult to recruit and retain teachers.

To "Conference instructs the Executive" add new point 6:

6. An end to the now outdated distinction between Inner and Outer London Allowances.

Add new point after "Conference further instructs the Executive to":

- v. Work with organisations such as Homes for London, to campaign for genuinely affordable housing for teachers and others across the public sector.

**60.3** (Bristol) to move,  
(Bristol) to second:

Add to "Conference further instructs the Executive to":

- v. Work to establish a link between average and executive salaries in schools.

## **TEACHERS' PENSIONS – CONTINUING THE CAMPAIGN**

**MOTION 61** (Bradford) to move,  
(Kirklees) to second:

Conference believes that we cannot let the door be shut on the unfair and irresponsible destruction of a proper pension scheme for teachers. Younger teachers in particular have a completely unacceptable level of provision, which it remains our responsibility as a Union to put right.

Conference reaffirms its support for good quality, affordable, final salary occupational pensions in both the private and public sectors and a decent state pension. It deplores the way that private and public sector employers and the Government have used the recession as an excuse to attack occupational pensions.

Conference congratulates all of those unions and their members, and in particular the Fire Brigades Union, for their resistance to the imposition of retirement ages that threaten the health and wellbeing of workers who attempt to work until they are reached.

Conference notes that April 2015 is the date at which the new, worsened teachers' scheme comes fully into effect.

Conference instructs the Executive to approach the new Government to ask for the following:

1. An independent review of the appropriate retirement age for teachers that takes into account the demands of the job;
2. Pension contributions and benefits that reflect the real costs of the scheme rather than ones intended to siphon off money for the Treasury;
3. A restoration of the link of pensions in payment to an inflation index that measures the real increase in the cost of living; and
4. A requirement that supply teachers be given access to the pension scheme.

Conference further instructs the Executive to:

- i. Put the above proposals to all parties in the run-up to the General Election and report on their responses to our members;
- ii. Prepare and ballot for a national campaign of strike and non-strike action, seeking the involvement of other teaching unions, and non-teaching unions where appropriate, if no progress is made in talks with the new Government on these issues; and
- iii. Continue through our Stand Up For Education and other campaigns to emphasise the negative consequences for the education of children of a retirement age for teachers of 68 or more.

## **Amendments**

**61.1** (Executive) to move,  
(Executive) to second:

Paragraph 2:

Delete “final salary” and replace with “defined benefit”.

Paragraph 5 – Insert new paragraphs before existing para 5:

“Conference notes that independent actuarial work shows that the apparent increased cost of our pensions is due mainly to the Treasury’s change to the “discount rate” used to value the long term cost of pensions; and that the pre 2015 TPS could have been retained unchanged with employer contributions of 11.5 per cent and employee contributions of 7.7 per cent if this change had not been made.”

“Conference welcomes the Union’s work to secure the DfE’s ‘Working Longer’ Review which will explore the health and deployment implications of teachers working longer and provide evidence for future Government reviews of the link between State pension age and teachers’ pension age. Conference believes, however, that a fully independent review of these issues would carry more confidence with the profession.”

Paragraph 6:

Delete point 2 and replace with:

“A review of the discount rate to ensure that pension contributions are based on more realistic long-term cost assumptions;”

Delete point 3 and replace with:

“Restoration of the link of pensions in payment to the Retail Prices Index (RPI); and”

In point 4 insert “employed by agencies” after “supply teachers”.

**61.2 (Composite)** (Islington) to move,  
(Birmingham) to second:

Add at the end:

“Conference also recognises the continuing attack on occupational pensions and insecure employment patterns mean that future pensioners will become increasingly reliant on the state pension to form a more significant part of their income in retirement.

It is therefore vital that the Union campaigns more vigorously, alongside others, for a decent state pension system for all generations – including future members.

Conference instructs the Executive to:

- a. Strengthen links with Britain's biggest campaigning pensioner organisation, the National Pensioners Convention and to support their Manifesto for Pensions which includes the following demands:
  - I. A basic state pension for all, set above the poverty level of £175 a week;
  - II. Increases in pensions to be linked to the best of RPI, CPI, earnings or 2.5%;
  - III. Universal pensioner benefits (bus pass, winter fuel allowance, free TV licences for the over75s and free prescriptions) to be maintained without means-testing;
  - IV. A National Health and Care Service which is free at the point of use and funded through taxation;
  - V. A legally binding Dignity Code to improve the quality and standards of care for older people;
- b. Lobby the government to ensure all existing and future pensioners receive a state pension set above the official poverty level;
- c. Call for annual increases in pensions to be linked to the best of wages, CPI, RPI or 2.5%;
- d. Reject any further attempts to raise the state pension age beyond 67."

## **ANNUAL PAY CLAIM**

### **MOTION 62**

(Lewes, Eastbourne and Wealden) to move,  
(Lewisham) to second:

Conference notes with alarm that increasing numbers of teachers are finding it difficult to live on salaries that have fallen in real terms by over 15% as a result of successive below-inflation annual pay awards and increased pension contributions.

Many teachers are experiencing all the pressures of the "squeezed middle" where, after paying for absolute necessities like mortgages and helping children through higher education, there is no disposable income left at the end of the month. It is even worse for significant numbers of young teachers, who have graduated with thousands of pounds worth of debt and cannot pay sky-rocketing rents particularly, but not exclusively, in London and the South East.

These falling incomes are another factor contributing to teacher turnover. Even the School Teachers' Review Body has commented that "there is clear and consistent evidence that both the starting and profession-wide pay of teachers is less competitive relative to other professional occupations in several areas of the country, and that this gap is widening."

Our national action campaign has focused on the issues of pensions, workload and performance-pay. All of these remain key issues for the Union and its members. However, the issue of the level of our annual pay award must also now be added to our key goals.

A campaign around pay has the additional advantage of allowing us to more easily co-ordinate with other unions taking action on the same issue. It is no accident that the TUC chose "Britain needs a Pay Rise" as the theme for its national demonstration in October 2014, since UK workers are now in the seventh year of falling living standards.

Other public service unions have raised the demand of winning an additional £1 an hour in order to mobilise members around a clear goal. In recent years, the Union has relied on a vaguer formulation of calling for a 'substantial pay increase'. Conference recognises that the Union also now needs to adopt a clear demand for an across-the-board salary increase.

Conference believes that a demand for a flat-rate increase on all salary points is the best approach to take, set at a level that will regain for all teachers at least some of what has been lost in real-terms but particularly aiding lower-paid teachers on the main pay range.

Conference therefore instructs the Executive to:

1. Maintain our ongoing opposition to performance-pay and any divisive attempt to award pay increases for some teachers at the expense of others;
2. Submit a pay-claim to the STRB based on a demand for a £2,000 increase on all salary points on the Main and Upper Pay Ranges for qualified teachers, and for the continuing publication of those salary points by the DfE; and
3. Take the steps necessary to enable the Union to develop a clear campaign of national action to win this demand, alongside our other key demands, and to actively seek to coordinate action with other unions to force the government to concede.

## **Amendments**

**62.1** (Executive) to move,  
(Executive) to second:

Paragraph 8:

Delete point 2 and replace with:

“Submit a pay claim to the new Government which covers both pay structure and pay levels, seeking the removal of the changes to pay structure imposed by the current Government and the restoration of teachers’ pay levels over a fixed period of time at least to the levels prevailing before the current Government took office, and based on a demand for a £2,000 increase on all salary points on the Main and Upper Pay Ranges for qualified teachers, and for the continuing publication of those salary points by the DfE; and.”

## **YOUNG TEACHER DEBT MOTION 63**

PAUL WELCH (Durham and District) to move,  
(Portsmouth) to second:

Young teachers are leaving university with escalating debt, and pay that does not match the increasing cost of living.

In 2004 it was announced that the ‘top-up fees’ would be charged at a maximum of £3,000 per year; in the past ten years that fee has increased to £9,000 per year. This dramatic increase in the cost of university has left young teachers with a level of debt far greater than that of previous generations.

In addition to this debt, there has been:

1. An increase in monthly pension contributions;
2. Pay awards below the rate of inflation; and
3. The introduction of Performance Related Pay.

All of these factors have meant that any increase in a young teacher's take home pay each month is lower than the rise in the cost of living. Teaching is a vocation. It is also a profession that is faced with a huge national shortage of teachers. The increasing financial difficulties faced by young teachers can only contribute to the numbers leaving teaching in the first five years of their career.

The Teacher Support Network carried out a national survey of teachers in 2012 which showed that 80 per cent of the teachers surveyed found difficulty in managing their finances.

Conference calls the Executive to:

- i. Carry out a national audit for all members on the impact of student debt; and
- ii. Set up a working party to act upon the findings of the audit and to report back to Conference 2016.

## INTERNATIONAL SECTION

**Tuesday, 7 April**  
**Seventh Session**

(to be taken at 10.30 – 11.00 am)

### **TRANSATLANTIC TRADE AND INVESTMENT PARTNERSHIP**

**MOTION 64** (Camden) to move,  
(Camden) to second:

Conference is extremely concerned about the proposed Transatlantic Trade and Investment Partnership (TTIP) free trade treaty. This wide-ranging trade deal gives unprecedented power and influence to transnational corporations that would become the benchmark for all future trade agreements currently being negotiated between the EU and the USA, and recognises the threat posed. While there may be economic benefits in reducing trade tariffs and reviewing regulation for certain industrial sectors, Conference believes that the primary purpose of TTIP is to extend corporate investor rights.

A key element of the TTIP is the introduction of the Investor-State Dispute Settlement (ISDS) clause, which would act as a tribunal/arbitration. The ISDS could see millions of pounds paid out to those big private sector corporations should NHS services be brought back into the public sector in the future.

As with all such trade agreements, TTIP is being negotiated mainly in secret. The current negotiations lack transparency and proper democratic oversight.

Conference believes TTIP would:

1. Allow corporations to sue sovereign states, elected governments and other authorities legislating in the public interest where this curtails their ability to maximise their profits, by recourse to an Investor-State Dispute Settlement mechanism;
2. Threaten the future of the education service, our NHS and other key public services;
3. Risk job losses, despite unsubstantiated claims to the contrary;
4. Potentially undermine labour standards, pay, conditions and trade union rights as the US refuses to ratify core International Labour Organisation (ILO) conventions and operates anti-union “right to work” policies in half of its states; and
5. Reverse years of European progress on environmental standards, food safety and control of dangerous chemicals, given US refusal to accept stricter EU regulation of substances long banned in the EU.

Conference notes the following key concerns, which are:

- i. The threat to our National Health Service and sections of the public sector that may be opened up to the private sector leaving a future Labour government with no legal right to take back into public ownership (including previously publicly owned transport and utilities) and that could lead to a far more widespread fragmentation of NHS services, putting them into the hands of big private sector corporations;

- ii. The quasi-judicial process on the Investor-State Dispute Settlement under which multinational corporations may sue, in secret courts, nation states whose laws or actions are deemed incompatible with free trade;
- iii. Opening up European markets to US 'Frankenstein foods' such as hormone enriched beef and chlorinated poultry;
- iv. The mutual recognition of regulatory standards which will lead to a race to the bottom and the creation of a Transatlantic Regulatory Council which will give privileged access to multinational corporations; and
- v. The impact on creators' intellectual property rights.

Conference notes that free trade agreements rarely, if ever, benefit working people and are pushed by corporations who use them as a means to maximise profits and further their own interests.

The idea of transatlantic trade may well be supported by those that would profit from it, but for our health services based on values, principles and sustainability it could be a financial disaster, adding another nail in the NHS coffin.

Conference remains unconvinced by official claims of job creation arising out of TTIP, and considers that the dangers to public services, workers' rights and environmental standards outweigh any potential benefits. Conference remains unconvinced about the likelihood of a binding labour rights chapter based on ILO Core Conventions.

Conference has similar concerns over current negotiations for the proposed Trade in Services Agreement (TISA) and the Comprehensive Economic Trade Agreement (CETA).

Conference believes that on the current path we will be presented with a fait accompli in the form of an inadequate, unacceptable agreement that we have had no chance of influencing or amending and where time will make it difficult to mobilise opposition.

Conference calls on the Executive to:

- a. Oppose Investor-State Dispute Settlement (ISDS) mechanisms and a ratchet clause;
- b. Call for the exclusion of all public services, including education and health, public procurement, public utilities and public transport (whether in public or private ownership) from the negotiations;
- c. Demand no levelling down in relation to consumer, worker or environmental protection;
- d. Insist on genuine consultation with civil society organisations, including trade unions;
- e. Work with like-minded organisations, including the Education International (EI), in opposing all detrimental aspects of TTIP and in campaigning for alternative EU trade and investment policies; and
- f. Welcome the decision of the European Union (EU) Foreign Affairs Council on Trade to exclude the audio-visual sector from the initial TTIP agenda, and lobby the UK government to oppose its future inclusion, in order to preserve the European Cultural Exception and the unique national nature of arts and entertainment activity within Europe.

Conference further resolves that the trade union movement should now call for the TTIP negotiations to be halted and adopt a clear position of outright opposition to TTIP, and the other trade agreements currently being negotiated, whilst continuing to monitor progress and press for improvements to promote decent jobs and growth and safeguard labour, consumer, environmental and health and safety standards through lobbying, campaigning and negotiating, in alliance with the EI.

Conference agrees that all pending and future trade agreements entered into by the EU should be subject to a vigorous and transparent regime of scrutiny and consultation, ensuring that they are of benefit and acceptable to the millions of people affected by their content, in all countries covered by the agreement.

### **Amendments**

**64.1** (Coventry) to move,  
(Ealing) to second:

Add new point vi “to Conference notes the following key concerns, which are:”

- vi. The threat to the education service from Edu-Business, which seeks to extend the use of standardised teaching and testing programmes in the interests of large corporations, which would allow the widespread use of non-qualified staff in place of teachers and reduce the quality of education.

Add new point g to “Conference calls upon the Executive to:”

- g. Make opposition to TTIP part of our Stand Up for Education campaign, highlighting its deleterious effect on the education service.

## **UNFINISHED BUSINESS**

**Tuesday, 7 April**

**Seventh Session**

(to be taken at 11.00 am – 12.00 noon)

- **Adoption of Annual Report of Executive**

**MOTION 65**

(To be taken prior to the General Secretary's Address no later than 12.00 noon (See Standing Order 3(c)).

MS LINDA GOODWIN (for the Executive) to move,  
MR IAN GRAYSON (for the Executive) to second:

That the Annual Report of the Executive (as amended) be adopted and printed for circulation.

### **General Secretary's Address**

(To be taken at 12.15pm)

MS C BLOWER will deliver her address to Conference.

- **Vote of Thanks**

The Chairperson to move:

**MOTION 66**

That the best thanks of Conference be, and are hereby given, to representatives of the town for the cordial reception given to Conference.

**MOTION 67**

That the best thanks of Conference be, and are hereby given, to all those associated with the running of Conference.

- **Thanks to the Chair**

**MOTION 68** MS MARILYN EVANS to move:

That the best thanks of Conference be given to the President, Ms Philipa Harvey, for her able conduct in the Chair.

## GLOSSARY

AAA	Anti-Academies Alliance
ACAS	Advisory, Conciliation and Arbitration Service
ATL	Association of Teachers and Lecturers
BME	Black and Minority Ethnic
CAMHS	Child and Adolescent Mental Health Services
CCG	Clinical Commissioning Group
CPD	Continuing Professional Development
DfE	Department for Education
EAL	English as an Additional Language
EDL	English Defence League
EHC	Education, Health and Care
EI	Education International
EMA	Education Maintenance Allowance
Estyn	The Education and Training Inspectorate for Wales
ET	Employment Tribunal
ERW	Education Through Regional Working
FBU	Fire Brigades Union
GERM	Global Education Reform Movement
HSE	Health and Safety Executive
INSET	In-Service Training
ITE	Initial Teacher Education
ITT	Initial Teacher Training
LA	Local Authority
LGBT	Lesbian, Gay, Bisexual and Transgender
MPS	Main Pay Scale
NAHT	National Association of Head Teachers
NGO	Non-Governmental Organisation

NQT	Newly Qualified Teacher
NUS	National Union of Students
Ofsted	Office for Standards in Education
PCS	Public and Commercial Services Union
PISA	Programme for International Student Assessment
PPA	Planning, Preparation and Assessment Time
QTS	Qualified Teacher Status
RIDDOR	Reportable Injuries, Diseases and Dangerous Occurrences
RMT	National Union of Rail, Maritime and Transport Workers
SATS	Standard Assessment Tests
SEND	Special Educational Needs and Disabilities
SENCO	Special Educational Needs Co-ordinator
SRE	Sex and Relationship Education
STPCD	School Teachers' Pay and Conditions
STRB	School Teachers' Review Body
TA	Teaching Assistants
TLR	Teaching and Learning Responsibility
TSSA	Transport Salaried Staffs' Association
TUC	Trades Union Congress
TUPE	Transfer of Undertakings (Protection of Employment) Regulations
UCU	University and College Union
UK	United Kingdom of Great Britain and Northern Ireland
UNICEF	United Nations Children's Fund
UPS	Upper Pay Scale

