

ANNUAL CONFERENCE 2022



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Conference agenda 2022

The following is the anticipated running order of the conference motions, unless emergency motions are introduced in response to events in the run-up to conference.

Safeguarding and pupil support

1. County lines and child exploitation

There is a real and alarming increase in county lines activity in Cornwall, as well as serious concerns over child criminal and sexual exploitation. These issues are not isolated to Cornwall but are being experienced across the nations. Police, social services and other agencies need to support school leaders to address these issues, listening to and working with schools to safeguard children and young people.

Conference calls on National Executive to:

- support educational leaders in Devon and Cornwall to engage with the police and social services to ensure there is clear understanding that these issues represent a significant safeguarding risk to the children and young people in our schools, and
- press government, police and other relevant agencies to provide more support to schools to address their serious concerns regarding county lines and child exploitation.

Proposer: Dom Wilkes
Seconder: TBC
Cornwall branch

2. Refugee children

NAHT believes that all people have the right to safety, economic security, and religious and political freedom with access to health and education facilities within a society which protects those freedoms. Where these are threatened, diminished or denied, everyone should have the right to seek safety for themselves and their families and the UK should play its part in providing a safe haven for doing so.

The return to power of the Taliban in Afghanistan and the terrible situation in Ukraine has shone a spotlight on the importance of demonstrating our compassion and humanity and the need to support all those who are seeking refuge. This includes children and young people who may need help through our education system. However, these are sadly only two examples of many and we urge all involved in the system of supporting refugees, to take an inclusive and equal approach to everyone who may seek to protect themselves and their families in the UK.

NAHT supports a person-centric approach, recognising that refugees and asylum seekers are not a homogeneous group, and will have different experiences because of race, class, gender, sexuality, age and immigration status.

For children and young people who come here, schools are often the first place where they can begin to develop a sense of belonging and start to process the trauma they may have experienced. Many schools are well practised at supporting children and young people who are refugees. However, we know that many of the children and young people will face challenges as they integrate into their new schools and communities, and it is therefore essential that schools are provided with the appropriate support required to aide this.

Conference calls on the government to ensure schools, and the relevant partner agencies, are provided with all the necessary funding, support and resources required to ensure that UK schools can be the kickstart to the future that these children need and deserve.

Conference also calls on NAHT to adopt the principles outlined in this statement and, as part of its

equality, diversity and inclusion work, look to celebrate the contributions of refugees and people seeking sanctuary in order to help challenge negative stereotypes.

Proposer: TBC
Seconder: TBC
National Executive

3. Crisis in recruitment to children's services

Conference requests that National Executive lobbies the government to address the crisis in recruitment to children's services posts and does an urgent review of safeguarding in all local authorities to ensure there is capacity to administer/investigate referrals made by schools. All referrals must be addressed/actioned in a time-specific period and brought to an agreed conclusion. The recruitment crisis and impact of covid-19 on staffing levels is placing children at serious risk of harm.

Proposer: Barbara Middleton
Seconder: Laura Baggett
North Tyneside branch

Accountability

4. Ofsted

Conference calls on National Executive to demand that Ofsted cancels all routine inspections until January 2023 (unless there is a safeguarding concern or the school has been judged inadequate) to allow schools to recover from this covid crisis of staffing, pupil absence, financing covid and head teachers being unable to tackle standards and curriculum expectations within their schools due to all of these issues, in addition to the mental health crisis of their pupils, families, staff and themselves.

Proposer: Barbara Middleton
Seconder: Angi Gibson
North Tyneside branch

5. Accountability in Wales

NAHT Cymru believes in a transparent and accountable system of school improvement informed by expertise and supported by quality assurance. The quality of service provided by the consortia model has to date been inequitable and for many schools inadequate.

Conference calls on National Executive for:

- the development of an accountability structure for Wales that supports the reformed curriculum and 21st century learning, and
- a recognition that, as a small nation, Wales requires no further expansion, layers or additional bodies that take limited funding and resource away from the core purpose of schools and front-line education.

Proposer: Ruth Davies
Seconder: Kerina Hanson
Swansea branch

School leader well-being and support

6. National programme for supervision

Unlike all other highly stressful roles within health and social services, education has no structured supervision for its leaders.

covid-19 has left a terrible legacy in its wake – not least the mental toll it has taken on every school leader throughout the country. This trauma, caused through the pandemic and the way it was handled, has probably yet to be fully realised.

Conference calls on National Executive to press the government to provide the resources and funding for a national programme of ‘supervision’ for school leaders.

Proposer: Kevin Burnett
Seconder: TBC
Bath and North East Somerset branch

Pay and conditions

7. Funding of pay awards in Cymru

Teachers in Wales have benefitted from a 1.75% uplift despite a UK government public sector pay freeze. However, due to the complexities of school funding, some of that financial burden was passed onto schools in some local authority areas, despite the Welsh government committing to the uplift being fully funded.

NAHT Cymru calls on National Executive to work with the Welsh Local Government Association to commit to a fully-funded uplift and not pass on this financial burden to schools in some local authority areas and for Welsh government to use its influence to ensure its promise is kept.

Proposer: Owen Rogers
Seconder: Huw Jones
Conwy branch

8. Closing the gender pay gap

Conference deplores the gender pay gap that continues to exist within the school leadership profession.

Conference notes research showing that, on average:

- male head teachers earned 11.3% more than women head teachers in 2020-21 – Closing the Gender Pay Gap report joint NAHT, December 2021, and
- male head teachers, by the age of 60, earn £17,334 more than female head teachers – Closing the Gender Pay Gap report joint NAHT, December 2021.

Furthermore, conference notes the wider evidence showing:

- 7% of women attempted to negotiate a job offer compared to 57% of men – Institute of Women’s Policy research.

Conference instructs National Executive to lobby governments and employers to use the findings from the Closing the Gender Pay Gap report, December 2021, and eliminate these vast inequalities.

Proposer: Sarah Hewitt-Clarkson
Seconder: Claire Evans
West Midlands region

9. Fair pay in Northern Ireland

Conference supports a public campaign for a fair pay offer in Northern Ireland with a view to considering all options, up to and including industrial action, should the employing authorities fail to offer a fair settlement.

Proposer: TBC
Seconder: TBC
NAHT Northern Ireland

10.. Qualified teacher status

Conference believes that all head teachers, principals, executive head teachers and others with responsibility for leading pedagogy in a single school – or group of schools – should have qualified teacher status (QTS). However, we recognise that the leadership of trusts, or other collaborative structures, often requires complex overarching executive leadership functions for which QTS is not necessarily a requirement. Such roles should always sit within a structure that ensures that all educational decisions are informed by professionals with relevant qualifications and experience.

Proposer: Chris Kirkham-Knowles
Seconder: Rachel Younger
Professional Committee

11. Additional Learning Needs (ALN) reform

ALN reform has been hindered by the disruption caused by the pandemic. While the staged approach has been welcomed, many schools and local authorities are not yet able to fulfil the expectations set out within the bill. The implications of the bill and for some, the reform agenda is proving to be very challenging, a period of change management needs to be put in place to support this wide-ranging transformation.

- Conference calls on National Executive to lobby Welsh government and local authorities to: recognise that for ALN reform to succeed, there must be a significant investment in training and support for schools to manage the change and wide-ranging needs that schools support, particularly to allow for release time for ALNCos to adjust and adopt new systems and processes, and
- ensure that, following a period of change management, a workload assessment must be carried out to gauge the impact of ALN reform, to support schools in implementing a sustainable model moving forward.

Proposer: Tim Newbould
Seconder: TBC
Wrexham branch

Funding

12. Funding in Wales

Education in Wales continues to suffer from a funding crisis. Every school should have a sustainable core budget that ensures effective teaching and learning for all needs can occur.

Conference calls on National Executive to press for:

- a fully and fairly-funded education system in Wales informed by a fit for purpose formula mechanism in order to ensure transparency and equity for all,
 - cessation of the reliance on eligibility for free school meals (eFSM) as a funding mechanism for deprivation funding and to move towards formula that considers a wider set of indicators to provide a more inclusive offer that supports the wide range of poverty indicators seen in our society today,
 - a clear plan for additional grants which should be released to schools at the beginning of the financial year to give schools the opportunity to develop strategic plans that make full and effective use of grants,
 - a review of an equitable funding formula across Wales to support pupils with ALN and an end to the postcode lottery for pupils with need, and
-

- the School Teachers' Pay and Conditions Wales document to reflect the value and responsibility we place on our workforce in order to recruit and retain high-quality teachers and leaders.

Proposer: Dean Taylor
Seconder: Damon McGarvie
NAHT Cymru

13. Small and rural schools

Small and rural schools continue to be the lifeblood of many communities across all nations. Those schools' leaders strive to provide a quality education provision while dealing with the challenges of funding, resources and the implications of the ambitious reform agenda. Leaders in small and rural schools carry a significant teaching commitment as well as leading their schools. Some are also having to take on the ALNCo/SENCO responsibility. Without sustainable funding, these schools are being set up to fail.

In Wales, the withdrawal of the Welsh government's small and rural schools grant has put significant pressure on those schools at the detriment of the learners they serve. Similar grants have been reduced across all nations.

Conference calls on National Executive to continue to campaign for sustainable funding for all small and rural schools.

Proposer: Dean Taylor
Seconder: Julie Kelly
Newport branch and Hampshire branch

Curriculum

14. Curriculum reform in Wales

The disruption caused by the pandemic has had and continues to have a significant impact on our schools and their preparation for curriculum reform.

To support schools in working towards developing an excellent curriculum and outcomes for all learners in Wales, conference calls on National Executive to lobby Welsh government to:

- relieve the pressure on schools by providing clarity and clear expectations for schools around what is required for their journey to curriculum 2022 by September 2022. This is not merely to say that September 2022 is the beginning but communicates a clear set of minimum requirements that are understood by all, and
- prioritise the evaluation of the link between new exam qualifications and curriculum development. NAHT Cymru believes there is an inevitable link between the two that will drive curriculum development in the secondary sector.

Proposer: Chris Parry
Seconder: Jonathan Lloyd
Caerphilly branch

The impact of covid-19 and the future of education

15. Vision for 21st century schools in Wales

Wales has begun an agenda of radical reform within education. The disruption caused by the pandemic has had and continues to have an adverse impact on our children and young people.

In considering further reform, conference calls on the Welsh government to:

- pledge to listen to the profession around the ongoing covid response, giving schools time to support the needs of learners along with adequate and timely multi-agency provision for those learners that require additional support,
- commit to ensure the success of current curriculum and ALN reform before any further reform is introduced,
- recognise the unique impact of school leaders in supporting the well-being and development of our young people and children, and the critical role they play in reimagining and driving the vision for 21st century schools. The best thing politicians can do is invest in the profession to help retain excellent teachers and leaders, and provide quality professional development to make sure they are equipped to provide high-quality teaching and learning, and
- undertake an in-depth feasibility study that includes the impact and inclusion of wider services when considering and developing the vision for 21st century schools.

Proposer: Kerina Hanson
 Seconder: Ruth Davies
 NAHT Cymru

16. Reviewing government response to covid-19

Conference notes and deplores the very limited reference to schools and education in the draft terms of reference for the upcoming covid-19 public enquiry.

The government's handling of the pandemic has had a profound and lasting impact on schools, pupils and staff and this must be explored fully during the public enquiry. The enquiry must not be limited to decisions regarding restrictions on attendance but should also include a detailed review of all school-related pandemic policies, guidance, procedures, support (including financial support) and, crucially, support for school leaders during the pandemic so that lessons can be learned. We are particularly concerned about the long-lasting impact the pandemic has had on the physical and mental health and well-being of the profession.

Conference calls on National Executive to lobby for school leaders to be fully represented at the public enquiry so that their experiences and voices are heard, and a comprehensive review of the government's handling of education and schools during the pandemic can be carried out.

Proposer: TBC
 Seconder: TBC
 National Executive NAHT Cymru

Conference motions update

Conference resolutions from Conference 2021

Motion 1a: Funding for children and family services

Conference notes the failure to adequately fund all services which provide support and learning to children and families; specifically, schools, extended services, social services, health services and housing.

Conference also recognises education for all pupils will only be a success for the whole community when the issue of overall system funding is addressed, in a way which prevents schools from being the last redoubt for all children and family support.

Conference calls on National Executive to establish a broad-based campaign to address the funding of support for all children and family services, to provide adequate and co-ordinated funding to allow all families to prosper and thrive.

Update

The policy and campaign teams have been working together to build a campaign on this issue. This has involved building a dedicated page on the NAHT website with relevant background information, resources and links. The campaign has been called, 'Invest in pupil and family services', with the hashtag #FundOurChildrensFuture. A campaign logo has been designed, along with videos to support and engage members.

A campaigning workshop event for local organisers was held on 2 March 2022. Further actions will now be taken forward following this event. In addition, the policy team continues to use all existing avenues to pursue this motion in all conversations with the Department for Education (DfE) and through relevant press channels.

Motion 1b: Children's social care

NAHT believes that children's social care should be sufficiently funded so it can be held accountable to ensure that it provides the levels of support to which children and young people (and their families) with education, health and care plans (EHCPs) are legally entitled.

Conference calls on government to ensure the independent review of children's social care is completed as a matter of urgency and that the review engages fully with schools to identify both the gaps in the support social care should provide and wider key issues.

Update

NAHT has repeatedly invited the review team to meet and to present at NAHT conferences. We have also called for the review to be completed as soon as possible. However, the review has now been delayed, until probably May 2022, as a result of ongoing Child Safeguarding Practice Reviews (SPRs) involving the death of two children in care.

NAHT submitted responses to the call for evidence and the call for ideas for the review.

NAHT has called for the following solutions:

1. FUNDING and INVESTMENT

- Government must prioritise funding for children's social care services
 - The number of children and young people not meeting the social care threshold creates an increasing burden on schools to provide social care support.
-

2. CROSS-AGENCY JOINT WORKING

- Government should work with the education, health and social care sectors collectively to accurately identify and address existing barriers to effective joint working
- Joint working, cross agency, with a focus on the needs of children and their families at the centre of a needs-led system, should be the aim of government if we are all truly focused on reducing disadvantage and genuinely 'levelling up'.

3. SAFEGUARDING INFORMATION SHARING

- The ultimate aim should be to create a single, secure national data system, accessible by key sectors/staff (with secure permissions) in order to protect children
- In the short term, an overarching system should be created with the ability to obtain such essential data from as many of the existing local/regional systems as possible
- In the longer term, government should work directly, and in consultation, with local authorities to move towards a single system
- Improved systems for safeguarding concerns to be raised effectively are urgently required, especially when triggered by unanticipated school absence.

Motion 2: Redefining role as educators

Conference applauds schools for their hard work, resilience and determination over the past 18 months to ensure that pupils' education continued throughout the pandemic. Schools seek to support pupils (pastorally and academically) to the very best of their ability and as appropriate to the role of education professionals. However, conference is concerned that, over time, schools have increasingly been expected to take on a wider remit, supporting children requiring specialist intervention and filling the void created by cuts to other services.

Furthermore, conference believes that schools should only be held accountable for the education of pupils and not the wider remit associated with health, social care and the police. Conference believes it is time to redefine the role of schools primarily as educators.

Conference calls on National Executive to:

- redefine our role as professional educators,
- lobby government to ensure that sufficient services are available and accessible to offer the range of support and intervention that pupils need, including those from health, social care, police and youth services, and
- oppose any accountability measures which go beyond schools' substantive role as educators.

Update

NAHT supported and emphasised the research carried out by UCL which clearly demonstrated the additional responsibilities schools are being expected to take on: schoolsweek.co.uk/covid-schools-picking-up-the-pieces-amid-lack-of-support-services/

NAHT took the opportunity of the DfE's recent attendance consultation to reiterate the role that schools should be playing and where there should be external support and intervention from other agencies. NAHT was clear that schools have a role to play in supporting good attendance but cannot do this in isolation.

NAHT has been engaged in regular discussions with the DfE about the upcoming SEND review. We have emphasised the need for health and social care to play their role in supporting pupils with SEND, particularly when it comes to EHCPs

We have continued our work to highlight the growing demand for children's mental health services and the lack of capacity in the system to meet this need, most recently with Place2Be using data from a joint survey which resulted in significant press activity. We have taken every opportunity in consultation responses; submissions to committee inquiries; meetings with DfE and the press to call for faster rollout of mental health support teams, fully-funded, school-based support to be made available in all schools, and investment in CAHMS to increase capacity.

NAHT has continued to oppose any suggestion of additional accountability measures which go beyond the education remit. We have also engaged in initial discussions with DfE to review and revise the performance data which is currently published.

NAHT's recent report, *Fixing the Leadership Crisis*, and our evidence submission to the School Teachers' Review Body (STRB) have emphasised the need for greater professional recognition for leaders. In discussions with officials, and through our survey findings on the implementation of the early career framework, we continue to press for greater autonomy, independence and agency for leaders that recognises their experience and professional expertise, and opposes 'diktat' from government on issues such as pedagogy and curriculum.

Motion 3: Additional learning needs coordinator (ALNco) role and impact on schools

NAHT supports new additional learning needs (ALN) legislation in Wales that promotes inclusivity and the aspiration that all learners should be enabled to reach their full potential. What is still unclear from the legislation is the impact this new statutory requirement will have on schools.

NAHT calls on the Welsh government to realise the wider impact the ALNco role will have on schools, issue clear guidance on the role and responsibilities of an ALNco, and commit to properly fund the position. There is additional cost to schools other than just the remuneration of the ALNco role itself. The government must recognise that most ALNco roles are taken up by classroom teachers or other SLT members. Therefore, teacher cover must be paid for to allow them release time to carry out this role effectively. School funding formulae and budgets must reflect these additional costs, as well as pay for additional training and support for the post holder.

Update

This is partly being addressed through discussions with the Pay Partnership Forum in Wales and the fourth remit of the Independent Welsh Pay Review Body (IWPRB) which has been tasked with looking at the role and remuneration of ALNcos. Evidence is currently being gathered before the review body makes a recommendation in May/June 2022.

Motion 4: Area planning

NAHT (NI) remains highly concerned at the Education Authority's (EA) inability to future plan for rising numbers of children with special education needs. Conference calls on NAHT to lobby the EA to remove this added workload and stress burden for school leaders by producing an agreeable area plan and action the plan as soon as possible.

Update

NAHT(NI) has engaged with the EA at various times, including with Children and Young People's Services (CYPS) in relation to developing a strategic plan for children with additional needs.

The EA has published a draft strategic area plan for special educational needs and a public consultation has been opened.

NAHT(NI) is currently drafting a response to the consultation, which will be discussed with the regional executive ahead of submission.

Motion 5: Hub for diverse and inclusive schools

Conference recognises the desire of members to create diverse and inclusive schools for their pupils and staff, but also the wish for support in doing so. Although resources do exist, they can often be difficult to locate or it can be hard to judge their quality, as there is currently no national database or resource collection.

Conference therefore calls on National Executive to begin development of a resource hub which

collates advice and guidance, from across the sector, to support NAHT members in developing and leading a diverse and inclusive school culture for their pupils and staff. The development of this resource hub should include utilisation of the expertise, knowledge and experience of the members of NAHT's equality networks, as well as members within NAHT's democratic structures, including the Diversity and Inclusion Group.

Update

NAHT has begun collating its current equalities guidance and reviewing how better to group and promote it to members.

NAHT scheduled a meeting with DiverseEd at the end of March 2022 to discuss the development of its [toolkits](#) and how this might align with the work NAHT is undertaking on developing a hub.

Alongside this piece, NAHT continues to highlight relevant advice and guidance to members on the website and through our weekly newsletter. This is complemented by our extended conference and CPD offerings – which support members in developing diverse and inclusive schools – such as our annual Equalities Conference, scheduled for September 2022.

Motion 6: Development of equalities policy statements

As enshrined in our constitution, NAHT reaffirms its dedication to promoting equality and inclusion for all. We also acknowledge the need for continuous improvements in our efforts to tackle issues of discrimination. We know that discrimination and inequality continue to exist and we firmly believe that we, both as an organisation and as individual members, must play a role in actively addressing this within the educational sector. It matters for the health and well-being of our members and for the pupils and communities they serve.

In doing so, NAHT must make its views, position and affirmative actions clear. Conference therefore instructs National Executive to develop a series of 'policy statements' outlining NAHT's views and commitments around equality, diversity and inclusion, with specific reference to anti-racism, LGBT+ rights opposition, ableism and sexism. These 'statements' should help form the basis of NAHT's internal and external equality, diversity and inclusion work, and aid in setting the direction and focus for forthcoming work. The 'statements' should be regularly reviewed to ensure they remain effective and reflect NAHT's ongoing work in this area.

Following the development of these 'statements', conference instructs National Executive to ensure they are effectively communicated to members and externally.

Update

NAHT has drafted an anti-racism statement which has been reviewed initially by our Diversity and Inclusion Group. This working draft has been shared with members of our Leaders for Race Equality network for feedback and endorsement.

A final version of this statement will be presented to National Executive in March 2022.

Work is now underway on the development of a statement outlining NAHT's position and support for LGBT+ rights. It will be supported by NAHT's LGBT+ network.

NAHT has just launched a network for members with disabilities. As this group grows, insight from members will be used to help shape a statement against ableism.

Motion 7: Accountability

NAHT's Accountability Commission, adopted by conference 2019, set out the need to reduce the high stakes of inspection. We note the continuing trend for school leaders to be seemingly forced from post while leading schools not yet judged good by Ofsted. This is often done inappropriately or hastily and without due regard for the appropriate use of appraisal or capability procedures.

We call on National Executive to **create clear guidance for employers** (local authorities, trusts and governing bodies) on how to ensure school leaders

in schools not yet judged to be good, receive effective support and appraisal, accelerating school improvement, without detriment to their health and well-being.

Update

NAHT continues to press Ofsted to ensure that its judgements (and particularly how it applies the transition arrangements related to the curriculum judgement) take account of the ongoing disruption caused by the pandemic which has forced schools to implement a recovery curriculum, impacting on the priorities identified in a school's improvement planning.

NAHT is working with the Local Government Association (LGA) and other organisations on the document, 'What governing boards and school leaders should expect from each other', to ensure that sufficient attention is paid to governors supporting school leaders' well-being. Teams within NAHT are also in talks about how best to take forward the proposal for specific guidance that employers will use. Key to this is ensuring that employers would have due regard for such guidance.

Motion 8: Ofsted inspections

Conference welcomes the new framework for area SEND inspections. As inspectors need to base their judgements on a wide range of relevant evidence, conference calls on National Executive to urge Ofsted to ensure all schools and colleges are informed when an inspection is taking place in their area and mechanisms are in place for them to contribute should they wish to do so.

Update

Ofsted has confirmed that five working days before an inspection, the inspectorate will inform the director of children's services from the local authority and the Care Quality Commission (CQC) will contact the chief executives of the clinical commissioning groups to give notice of the inspection.

The local area will publicise details of meetings that the inspection team will hold with anyone affected by the inspection, which includes schools.

School involvement is on a voluntary basis but school leaders and SENCOs should be welcome to attend the area SEND inspection meetings to share views about their experience of support for special educational needs or disabilities (or both) in the local area.

NAHT has urged Ofsted to ensure during the area inspection that inspectors check such invitations to stakeholders have been issued to improve the quality and breadth of evidence provided.

Motion 9: Estyn inspections

NAHT Cymru believes the current arrangements for appealing Estyn inspections fail to provide a fair and transparent process. Appeals go to Estyn directly who polices its own complaints, with a last resort being to refer the matter to the Public Service Ombudsman. NAHT Cymru does not believe this is a fair or appropriate mechanism and calls on the Welsh government to establish an independent inspection review panel in Wales.

NAHT reiterates its view that inspectorates should not police their own complaints. Conference calls on National Executive to press for a fully independent complaints mechanism in all nations.

Update

Ongoing. This was also a motion put forward to the Wales TUC and unanimously supported by the education unions. Wales TUC general secretary, Shavanah Taj, has written to the minister on this issue and requested a meeting with him and the newly-appointed HM chief inspector, Owen Evans, who took up the role in January 2022.

Motion 10a: Funding

Conference instructs National Executive to develop a national fair funding campaign to press government to provide a sufficient overall level of funding to meet the needs of all pupils, through the national funding formula and the high needs national funding formula.

This is required now to enable schools to set budgets from 2022-23. It would allow them to meet all their statutory responsibilities and provide an extended curriculum offer that supports all children and young people to thrive academically, socially, physically and spiritually.

Conference further instructs National Executive to campaign for an increase in capital funding that will address the nation's decrepit school estate, to ensure that school buildings and grounds are safe, fit for purpose and appropriate for the needs of the 21st century.

Update

The policy and campaign teams have been working together to build a campaign on this issue. This has involved building a dedicated page on the NAHT website with relevant background information, resources and links. The campaign has been called 'Fix school funding' with the hashtag #FundOurChildrensFuture. A campaign logo has been designed, along with videos to support and engage members.

A campaigning workshop event for local organisers was held on 2 March 2022. Further actions will now be taken forward following this event. In addition, the policy team continues to use all existing avenues to pursue this motion in all conversations with DfE and through relevant press channels.

NAHT made a joint submission with the National Education Union (NEU) to the 2021 comprehensive spending review, pressing for further increases to school funding. NAHT provided detailed oral and written responses to the DfE's consultation on the further 'hardening' of the national funding formula, arguing that the fairness and transparency of the formula was compromised by the minimum funding guarantee, and highlighting risks to the provision of local authority services if policy decisions undermined the ability of local authorities to deliver area-wide services.

Within the SEND review, funding is essential and NAHT has called for the following:

- Each sector needs to be resourced sufficiently to fulfil their duties to children and young people with SEND
- For an effective and consistent universal offer in mainstream to be delivered, it requires resource, training, capacity and investment. The review cannot just expect more from mainstream settings without first ensuring their resources are sufficient
- Lack of capacity in other sectors can render them unable to fulfil their duties – health, social care etc – and, where able, schools have sought to fill the gap, but this is unsustainable.

School funding in Northern Ireland is lower, per pupil, than in all other jurisdictions on these islands. NAHT(NI) has provided consistent media narrative, highlighting the disproportionate impacts on our most vulnerable children. The increase in energy costs has added significantly to the strain being felt by schools. There is a system-wide understanding that funding in Northern Ireland is inadequate. The minister recently outlined a shortfall of £725m over the next three years. Stormont Executive budget planning continues to reduce education funding, however, with a further cut of 2% expected, should our local government be in a position to govern after the May 2022 elections. NAHT(NI) will continue to campaign on this issue.

Motion 10b: Review of funding in Wales

Education in Wales continues to suffer from a funding crisis. Recent reports commissioned by the Welsh government highlight the inconsistencies in the funding formulae leading to huge variations in money allocated to schools. Given the situation, NAHT Cymru believes we need to look carefully at how money earmarked for education is spent, particularly when it comes to school improvement.

Conference calls on National Executive to support a review of the role of the middle tier, ensuring the consortia model demonstrates value for money and has a clear role and responsibility within the education system.

Update

The Welsh government has just launched a consultation on school funding regulations on the back of the funding report and our lobbying is starting to look at the inconsistencies in funding. NAHT Cymru has until April to respond.

Motion 10c: Pupil premium funding

The DfE's own data reveals that the change to how the pupil premium is allocated in 2020-21 has led to a £90m cut to school budgets, resulting in thousands of disadvantaged pupils missing out on vital support during the last year. Conference therefore calls on NAHT to press the DfE to reverse this decision and provide funding to schools for the losses incurred.

In light of the impact of the pandemic on pupils, particularly the most disadvantaged, conference also instructs NAHT to reiterate its calls to maximise the funding for pupil premium for schools through auto-enrolment.

Update

NAHT has continued to raise this issue formally and informally with the DfE and has also used press and public comments to raise the issue. DfE continues to refuse to retrospectively reverse the decision.

However, NAHT has managed to secure an increase in pupil premium rates between 2021-22 and 2022-23. NAHT continues to argue that DfE should move to a system of auto-enrolment which would ensure that all schools are fully funded for qualifying pupils and that the pupil premium funding stream should be confirmed as permanent to give schools greater certainty in the provision they make for disadvantaged pupils.

Motion 11: Maintained nursery schools

Conference instructs National Executive to continue to campaign for a sustainable funding formula for maintained nursery schools and to raise awareness of the threat of closure to many nurseries if this is not implemented with urgency.

Update

Prior to the 2021 budget, NAHT led a march in Downing Street to put pressure on the Treasury to provide a long-term funding guarantee in the Comprehensive Spending Review (CSR). In the budget, the chancellor confirmed that supplementary funding will be provided for three years (rather than the usual one). DfE officials have also said this is now a long-term funding commitment.

NAHT is now working with others (including All-Party Parliamentary Groups) to get DfE to launch a formal consultation on how the supplementary funding will be allocated to address historic funding inconsistencies.

Motion 12: High-needs funding

Conference calls on NAHT to press the government to halt the token gestures, notional budgets and perpetuating of historical inequalities by:

- publishing the true and actual quantum needed to meet the additional needs of children and young people in our country,
 - committing to its immediate allocation in perpetuity and
 - distributing it in such a way as to restore equality of entitlement to every child and family, regardless of postcode.
-

Update

NAHT's September 2021 funding survey (of over 1500 respondents) clearly illustrated that funding for pupils with SEND was and remained inadequate.

NAHT has called on government to review the funding allocation for SEND in the light of growing demand. SEND legislation and the SEND code of practice is based on the premise of an effective, functioning, needs-led system. It would be wrong for the government to seek to adopt a system that dilutes that commitment in favour of an inadequate resource-led system.

NAHT told the review that committing to a far more equitable and sustainable school / SEND funding approach should not lead to a levelling down for any schools nor within any single sector. NAHT opposes the implementation of a system that leads to cuts for any school or local authority.

NAHT stressed that schools are only one part of the solution for pupils with SEND:

- Each sector needs to be resourced sufficiently to fulfil their duties to children and young people with SEND
- For an effective and consistent universal offer in mainstream to be delivered, it needs resource, training, capacity and investment. The review cannot just expect more from mainstream settings without first ensuring they're resourced
- Lack of capacity in other sectors renders them unable to fulfil all their duties – such as health and social care – and, where able, schools have sought to fill the gap. This is unsustainable and is a well-intentioned but flawed education solution to a non-education issue.

Motion 13: Best Start for Life report

Conference notes the growing consensus, including within government, that the early years play a crucial and lasting role in a child's life. However, we believe that this encouraging rhetoric has still not been matched with the necessary action and investment.

Conference therefore calls on NAHT to lobby the government to start properly investing in early years childcare and education. In particular, the council welcomes much of the recent Best Start for Life report and calls NAHT to lobby government to ensure the key recommendations are implemented without further delay.

Update

The 2021 budget included a commitment of an additional £500m for family support, including £82m for 75 further local authorities to set up new family hubs. These were a key recommendation contained in the Better Start for Life report. Andrea Leadsom, MP, attended the Early Years Conference to explain this work to NAHT members and the Early Years Council is planning to invite her to a future meeting for a further update. NAHT will continue to push for this work to go further to support as many families as possible.

Motion 14: National funding formula

In light of the DfE's anticipated proposals to further 'harden' the national funding formula, conference instructs NAHT to revise its position on the national funding formula, as outlined below.

- There remains a need to ensure that a single, local and democratically-accountable body for each local area is able, and has sufficient power and resource, to maintain a full strategic overview for the delivery of education services, to ensure full and equitable coverage is available, accessible and delivered to all pupils.
- While trust schools typically provide services across their schools, they are not charged with meeting the statutory strategic responsibilities required of local authorities. NAHT therefore believes it is in the best interests of pupils and communities that a democratically-accountable mechanism is developed to ensure that trusts collaborate with local authorities over area-wide provision in a similar way to maintained schools, as set out above, on issues such as SEN services.

- NAHT should also press for better safeguards for the funding of individual academy schools within trusts to make sure that funding is used transparently and equitably, ensuring that schools within trusts are not subject to disadvantage. NAHT should be clear that the factors within the national funding formula are designed to deliver fair and transparent funding to individual schools, for the benefit of that school's pupils. Flexibility to divert this funding should be exercised only at an area level rather than at a trust level. In this way, the overall needs of a community are most likely to be better served than by taking a more limited trust-only approach. Where necessary, the DfE should increase the quantum of available funding

Update

These recommendations have now been formally adopted as NAHT policy positions and have been included in NAHT's formal response to the DfE's national funding formula consultation.

Motion 15: Violence and aggression against school staff

The Deputy and Assistant Heads' Sector Council notes that despite some positive engagement, the DfE has still not acted on motion 10b passed at NAHT's Annual Conference 2019.

We therefore call on National Executive to redouble its efforts to press the DfE to deliver:

- funded training for staff to deal with physical and verbal aggression, and violence from pupils or parents, including intimidation through social media,
- posters for display and model communications produced and provided free to all schools, and
- guidance for schools which provides a clear and consistently-applicable system for dealing with incidents of violence and aggression against school staff. Such guidance may include standard warning letters, advice on when it is appropriate to issue such letters, how to review the ongoing behaviour of those entering school premises, and when and how it might be appropriate to ban a person from entering school premises.

Update

NAHT is working closely with DfE officials on how best we can take forward actions on violence and aggression against staff. DfE's intentions are positive, but NAHT is encouraging them to prioritise action. There are several threads:

The [South West Grid for Learning](#) (SWGfL) is working up, on DfE's behalf, online guidance, due out in early 2022, focused on combatting online aggression and sexual violence, taking account of the recent concerns around TikTok and social media more widely. NAHT has offered to meet DfE with a group of NAHT member school leaders in advance to test out the guidance. DfE has now agreed to do this.

DfE is keen on the idea of posters or other guidance and sees this as a win-win. In the meantime, NAHT is developing posters as a joint union piece of work, building on NAHT's previous 'No Excuse for Abuse!' poster campaign and others.

DfE is holding a formal public 8-12-week consultation on DfE's behaviour and exclusion guidance. We will press for practical resources, training and other support for school leaders.

NAHT is also talking to DfE about their national behaviour survey which includes objectives to build up a national picture of behaviour in schools over time and act as a signpost to what schools need.

Motion 16: School emergency lockdown procedures and policy

Conference instructs National Executive to seek to work with the National Police Chiefs' Council, and other appropriate bodies, to agree an effective national policy and procedures in relation to emergency lockdown of all educational and early years settings - including an effective emergency procedure for emergency services to contact settings.

Update

NAHT contacted the National Police Chiefs' Council immediately after conference but was unable to get them to engage. As a result, we adjusted our strategy and instead began work with the National Counter Terrorism Security Office (NaCTSO) and the DfE.

NAHT was able to arrange for the proposers of the motion to meet with NaCTSO and raise the issue. The proposers have also been able to attend a national police-led conference where they were able to raise the issue. NAHT is now involved in working with NaCTSO on a school security strategy and will pursue this specific issue as part of that ongoing work.

Motion 17: Children missing in education

Far too many children move around the school system without knowledge, support, transfer of EHCPs and safeguarding information, resulting in schools chasing and trying to pick up the pieces for months and years without adequate funding or resource. It is essential that the DfE urgently investigates this issue.

Conference calls on National Executive to press the DfE to conduct a national review of the system, pushing the DfE to invest and join up all external agencies involved with children, effectively supporting pupils who cross local authority boundaries. This will prevent further safeguarding issues, lost time in learning, and provide immediate support for pupils and families. These vulnerable children are currently let down by an inadequate system which is critical to their development and future.

Update

NAHT has consistently supported a national register of children not in school, including in press comments, as without such a register, there is a potential risk of children becoming lost in the system. Having a national register should ensure that information sharing can occur quickly and accurately, helping to better safeguard children and young people.

NAHT again raised the issue of poorly joined up / incompatible information sharing systems at local authority (LA) level.

NAHT met with the DfE Children in Need team in December 2021. DfE agreed to:

- review keeping children safe in education (KCSIE) guidance to identify any areas where the guidance can be strengthened regarding what LAs can do for missing children,
 - identify where other relevant guidance can be strengthened regarding what LAs can do for missing children, eg in the working together to safeguard children document,
 - pick up this specific issue with the safeguarding partners panel (as they are the lynchpin between children's social care and police) to make them aware of concerns,
 - meet with a small number of NAHT members and head teachers to speak about their difference experiences and nuanced issues, and
 - communicate with schools about the children missing in education officer (statutory role in all LAs) that headteachers and school staff can go to regarding children missing in education.
-

Motion 18: National framework of accountability for LADOs

NAHT recognises that there are some excellent local authority designated officers (LADOs) who provide employers and our members with constructive and practical guidance in dealing with safeguarding and child protection issues. However, the lack of a national framework, standards or code of conduct for LADOs to operate within leads to immense inconsistency and members are being negatively impacted where a LADO deems that a case has been substantiated prior to the completion of any internal processes.

Conference calls on National Executive to lobby government to address this as a matter of urgency to bring consistency of approach to this crucial role through a national framework of accountability for the role of LADOs.

Update

NAHT called for this in KCSIE response 2021 and welcomed some additional clarity about the role of the LADO in investigations:

“NAHT welcomes the revisions to part four which provide necessary clarification on the role of the LADO being one of engagement, consultation and support to ensure that an appropriate investigation is carried out and not to investigate the allegation themselves. It is also helpful that the previous paragraph 220 is now at paragraph 351 as the focus is now on the internal investigation.

NAHT recognises that there are some excellent LADOs who provide employers and our members with constructive and practical guidance in dealing with safeguarding and child protection issues. However, the lack of a national framework, standards or code of conduct for LADOs to operate within leads to immense inconsistency. This must be addressed as a matter of urgency to bring consistency of approach to this crucial role.”

Motion 19: Safeguarding online

Conference calls on National Executive to support the safeguarding of children and young people online.

We instruct the National Executive to seek to work with government officials and stakeholders, including those in children services, to ensure government establishes a national strategy, education programme and effective legislation in order to safeguard young people online.

Update

NAHT has made this call on government consistently in relevant submissions and press comments. We are supporting the online safety bill and working with others to highlight where this needs to be strengthened to better safeguard children.

NAHT has also sought to support members in their safeguarding of pupils online, through sharing relevant resources for staff, parents and children as well as supporting [Safer Internet Day](#). NAHT regularly meets organisations with expertise in this area, including UK Safer Internet Centre and Childnet, to share members' concerns and work together to provide information and guidance.

Motion 20: School business leaders' (SBL) pay

Conference instructs National Executive to take all steps possible to identify poor practice in terms of SBL pay and work supportively with employers to understand the value of paying SBLs appropriately to their advertised responsibility and role.

Conference instructs National Executive to undertake research into the steps required to create an effective, codified pay system for SBLs and to use this evidence to assess the feasibility of developing such a system. If National Executive concludes an effective, codified pay system for SBLs can be arrived at, and there is sufficient time remaining in the year, Conference instructs National Executive to begin work on developing it, ready to report on progress at Annual Conference 2022.

Update

Since Annual Conference, a sub-committee of the SBL Council has been created to support the development of this initiative and a meeting was held at the end of 2021.

Following this, NAHT has contacted the 'recognised unions' for support staff pay to garner interest in developing a joint pay structure, which could be put to employers through the official negotiating machinery.

Alongside this, NAHT has reiterated our calls for a thorough review of the leadership pay structure, which should include aligning the pay of school business leaders alongside a revised school teachers' pay and conditions document (STPCD). This argument has been supported by our recent member research and report: [School Business Leadership in Crisis?](#)

NAHT continues to have regular discussions with the DfE on their school business professionals (SBP) strategy, pressing the need for a review on SBL pay. DfE representatives developing the strategy have met with SBL members and attended the January 2022 SBL Council meeting.

NAHT is beginning to engage with the Institute of School Business Leadership (ISBL) on their review of the professional standards and accompanying employer guidance.

Motion 21: Public service pay

This conference calls on National Executive to work closely with other trade unions to press government to campaign for:

- an end to the pay freeze,
- fully-funded restoration of the real value of leaders' and teachers' salaries to reverse the decade-long pay freeze,
- restoration of the leadership salary differential,
- a full remit for STRB to review the pay structure for leaders and teachers,
- alignment of SBL salaries with the leadership pay range and
- full funding of future pay uplifts.

Conference also instructs National Executive to support a wider public service pay campaign, working with the TUC, to press for a pay increase for all local government and public sector workers, funded with new money from central government.

Update

Government has ended the pay freeze, following concerted pressure from NAHT and sister unions which made clear that the Treasury case for a pay freeze was proven to be wrong.

NAHT published two reports – Fixing the Leadership Crisis and School Business Leadership in Crisis? – setting out our survey findings on leadership pay, well-being and workload. We held a parliamentary briefing for MPs with a roundtable discussion on pay, recruitment and retention. NAHT also analysed DfE workforce data and worked with the Association of School and College Leaders (ASCL), National Governance Association (NGA) and WomenEd to produce a report on the gender pay gap.

Additionally, NAHT secured evidence from DfE through a freedom of information (FOI) request that revealed the department has continued to collect, but not publish, evidence on increasing attrition rates for school leaders at all levels.

The above evidence forms the backbone of our submission to the STRB alongside our usual analysis of initial teacher training (ITT) recruitment and related matters. The submission clearly sets out our key policy aims, arguing for a restorative pay rise and redesign of the teachers' and leaders' pay framework.

Working with sister unions, we have also made a joint submission to the STRB, which this year included the National Association of Schoolmasters Union of Women Teachers (NASUWT), bringing all teaching and leadership unions together on a joint campaigning platform.

As with other campaign-related motions, the policy and campaign teams have been working together to build a campaign on this issue. It has involved building a dedicated page on the NAHT website with relevant background information, resources and links. The campaign has been called 'Restore pay in education', with the hashtag: #RestoreEducationPay. A campaign logo has been designed and videos made to support and engage members.

A campaigning workshop event for local organisers was held on 2 March 2022. Further actions will now be taken forward following this event. In addition, the policy team continues to use all existing avenues to pursue this motion in all conversations with DfE and through relevant press channels.

Specific work on pay also continues in the Isle of Man, Jersey and Northern Ireland:

Isle of Man: Following negotiations in January, the pay offer was put to members seeking their vote to accept or reject the offer. The ballot closed at 5pm on 3 February 2022 with the result as follows:

Do you wish to accept the final pay offer from DESC? Yes - 45%, No - 55%. Turnout was 72%. Pay negotiations have now been requested to be reopened.

Jersey: Following talks with NAHT, a comprehensive pay offer was made to members in Jersey. The Executive Committee met on 10 January 2022 and recommended acceptance of this offer to members which was accepted by members.

Northern Ireland: In February, the management side of the Teachers' Negotiating Committee (TNC) put forward an offer to the Northern Ireland Teachers' Council (NITC) for teachers' pay 2021-22 and 2022-23. The offer was put to members in an indicative ballot and 56% of NAHT members in Northern Ireland voted to turn down the offer in a secret ballot which closed on 15 February 2022. NAHT has now called for negotiations on pay to restart in earnest.

Motion 22a: SATs

Primary statutory assessments were unavoidably cancelled this year. The valid reasons for this decision are still as relevant today. Given the different levels of disruption schools have experienced, it will not be possible to use any data generated by any primary statutory assessments to make school-to-school comparisons (including by Ofsted inspectors). Therefore, conference calls on National Executive to lobby the government to cancel all statutory tests in primary schools in 2022.

Update

Since spring term 2021, NAHT has been calling for DfE to review plans for primary statutory assessment in 2022 to take into account the impact of the pandemic. We consistently put forward the concerns of our members and urged against returning to a full suite of primary statutory assessment in 2022. Since this resolution was passed at our October Policy Conference, it is the position we have taken in all our talks with government at every level.

The government has made a number of concessions as a result of our work, including a decision that school level data will not be published on primary performance tables in 2022 and a commitment that any data shared will be accompanied with clear caveats explaining that those using the data should treat it with caution. However, we continue to press DfE on the limitations of any data arising from those assessments and arguing that the data at school level will not be fit to be used for any purposes of accountability.

We have surveyed members to gather their views on the current situation which will enable us to further represent those views to government and to get a sense of what action members might be prepared to take.

Motion 22b: Primary statutory assessment

Conference notes that the absence of high-stakes external assessment, such as SATs, for the last two years has allowed more time for quality teaching and learning while also reducing the stress on pupils and staff.

Conference calls on National Executive to carry out a full review of NAHT's current assessment policy position, including baseline assessment, and to engage with a wide range of members to consider whether the current position still represents the best option or whether there are alternative options that would value the whole child, promote positive mental health, minimise workload, and encourage a broad and balanced curriculum.

Update

NAHT has been developing supporting resources for this work which provide a clear outline of our current policy positions on primary assessment, showing what the system of statutory assessment would look like if all positions were achieved and making appropriate links to other relevant policy positions, such as those around performance data. The documents produced aim to facilitate discussions of our current positions and potential changes and alternatives.

Once these resources are approved by National Executive, the next stage of work to achieve this resolution will be extensive member engagement, including through branch and regional meetings.

Motion 22c: Post-primary assessment

Lack of clarity in respect of examination arrangements in 2022 is a significant source of increased stress and anxiety among the whole school community. Conference calls on NAHT to lobby the minister of education to expedite planning for the 2022 examination series to bring clarity for our young people and teachers, and to allow timely planning and preparation.

Update

NAHT(NI) has maintained public pressure on the minister and the Department of Education in Northern Ireland to expedite planning for the 2022 examination series.

We have held regular meetings with the examinations body, Council for the Curriculum, Examinations & Assessment (CCEA), and have engaged positively and constructively in supporting CCEA to develop mitigations that support our young people in progressing through their examinations with minimal additional workload for members.

Motion 23: Training for lead assessors

Years of unnecessarily high-stakes external tests and exams have narrowed curriculum delivery and opportunities for children and young people. Alongside this, there have been limited professional development opportunities for teachers to enhance their skills in assessment and collaboration with others.

Conference calls on National Executive to lobby government to provide support and resources for the development of independently-accredited training for lead assessors in every school.

Conference further calls on National Executive to work with the Chartered Institute of Educational Assessors (CIEA) to encourage every school to have a lead assessor and ensure members, and the appropriate staff in their schools, can access the training provided by CIEA.

Update

In our regular meetings with the Standards and Testing Agency we have consistently raised the need for support and resources from government to facilitate training of a lead assessor in every school.

Working with members of National Executive, a project group was established focusing on the relationship with CIEA. This project team has met three times and identified the lead assessor support programme (LASP) as a practical way of supporting schools to have a lead assessor in each school.

The NAHT CPD team undertook a full review of the CIEA LASP training proposition and a letter of understanding and a marketing plan has been written and is being delivered to promote one 10-week course each term to NAHT members.

The LASP course is being offered to NAHT members at a discounted rate, with further discounts available for group bookings of five or more. The first course begins on 19 April 2022.

The course is being promoted across all NAHT channels including email, [website](#) and social media.

The support that NAHT has provided was acknowledged in the CIEA March newsletter and they will continue to use the NAHT brand in a controlled way to promote CIEA in general and the LASP course specifically.

Motion 24a: School leader well-being

Numerous researchers and commentators have pointed to a post-pandemic mental health crisis in schools. Young Minds found in January 2021 that more than 67% of children and young people think

that covid will have a long-term impact on their mental health. The challenge for schools in terms of supporting and safeguarding these children is clear. However, in a June 2021 survey, researchers from Nottingham and Oxford – in partnership with ASCL and NAHT – found that a similar percentage of school leaders had also been impacted. Two-thirds of school leaders were described as ‘not thriving’ throughout the pandemic, while simultaneously creating the conditions whereby more than half of their schools were able to thrive. While other professionals have used their experiences of the pandemic to re-evaluate their work-life balance, enter into more flexible working patterns and reduce workplace stress, it appears that school leaders are putting their own well-being far below that of their schools, and the staff and young people in them.

Conference calls on National Executive to commission NAHT to conduct a review of the available evidence and literature on all school leaders’ well-being, including evidence from our own membership.

Conference suggests that this review also considers the potential benefits for members of independent models of coaching and mentoring.

Conference instructs NAHT to use the findings to press governments and employers to take action on school leader workload and well-being. This should include a focus on flexible working for school leaders, which might include part-time working, co-headship and phased retirement. In addition, NAHT should seek to use the findings to support members at a local level.

Conference further calls for National Executive to work with other stakeholders, such as NGA, to provide advice on the benefit of flexible working models for school leaders, alongside ways to better support a reduction in school leaders’ workload and an improvement in their well-being. Conference believes this is essential to improving recruitment and retention rates of school leaders.

Update

NAHT has continued to lobby and press to ensure that the systemic barriers to flexible working are fully recognised. Through our membership of the flexible working advisory group, we have secured significant changes to guidance and influenced the development of both policy and training, to ensure that leaders are not impossibly tasked with the delivery of flexible working initiatives. The policy team has secured new opportunities for NAHT members to engage directly with officials and DfE’s contractor, Timewise, ensuring that the leadership voice is heard and understood.

NAHT presented our survey evidence in two reports – Fixing the Leadership Crisis and School Business Leadership in Crisis? – to officials at launch events for members and to MPs through a parliamentary briefing. The findings include evidence showing that all key well-being indicators have worsened over the last year, alongside new data showing the extent of mental health and well-being issues that have been identified by assistant and deputy heads, and evidence middle leaders. These data are being used to press DfE to recognise the extraordinary pressures on leaders and set out clear recommendations for government.

NAHT has influenced and endorsed the DfE’s well-being charter. We have built a strong relationship with the DfE’s workload team which has helped us to raise the profile of leadership workload in the absence of any concrete strategy from the wider DfE. Alongside a number of bi-lateral meetings, the policy team has also secured a range of members’ roundtables and individual opportunities for members to contribute to the DfE workload reduction team, ensuring that members’ voices are heard and understood.

NAHT continues to press officials for the development of a discrete programme to reduce leadership workload.

NAHT is working with NGA (and LGA, ISBL and ASCL) on updating our popular joint guidance – What governing boards and school leaders should expect from each other – which is due out later in the spring. This joint guidance will include an updated section on the duty of care governing boards have for school leaders and the increasing importance of looking after school leaders’ well-being. The joint guidance also signposts NGA’s 2021 model code of conduct which offers further advice and guidance.

As part of our ongoing commitment to improving school leaders’ well-being, NAHT has developed and delivered a range of new well-being webinars for members. All such well-being courses during this academic year are being offered free of charge to members and non-members. All courses are being

delivered as webinars, available directly after the event via the NAHT YouTube channel. There has been a high level of interest in NAHT's well-being CPD programme, demonstrated in a strong uptake and high engagement

The NAHT research team has plans to carry out the research review referred to in the motion later in 2022.

NAHT(NI) has led the Teachers' Negotiating Committee (TNC) review of workload impact on school leaders in Northern Ireland. The review has considered a wide range of evidence from school leaders across all sectors and will present a series of wide-ranging recommendations to support the employing authorities in delivering positive and tangible change for the long-term sustainability of school leadership.

Motion 24b: Workload of school leaders

NAHT(NI) views the workload of school leaders to be at a level that it is now dangerous to their health and well-being. Conference calls on NAHT to lobby for immediate action from employers and to ensure that any review on workload considers:

- the implementation of a time budget for school leaders,
- a streamlined communication and consultation strategy that will bring an end to initiative overload from the EA, and
- that current terms and conditions, including rates of pay for school principals, are reviewed,

Update

This review of workload impact on school leaders has been commissioned by joint management / Northern Ireland Teachers' Council (NITC) through the forum of the TNC, which established a working group with members from management organisations and trade unions, and is chaired by NAHT.

The review is an extensive consideration of the expectations and allocation of duties to school leaders, and on the impacts of long working hours and insufficient resource and support mechanisms.

The review recommends alternative approaches where these have the potential to ease principal and vice principal workloads without compromising the overall level of support available to pupils.

NAHT(NI) anticipates that this review will be the stimulus for a series of developments in relation to the working conditions of members in Northern Ireland and has stressed to all stakeholders the potential ramifications of any failure to deliver robust and meaningful change.

Motion 25: Deputy and assistant heads

Conference calls on National Executive to campaign to restate and relieve the intolerable burden on assistant and deputy head teachers. Too often, schools are the last service standing. Assistant and deputy roles have expanded to fill the gaps left by health, social care and therapeutic services. At the same time that these roles have become more pressurised, the pay differential for these leadership roles has been eroded, leading to fewer teachers wishing to step up, while existing assistant and deputy head teachers have insufficient leadership time to develop and progress in their careers. This situation has been exacerbated by the extraordinary pressures created by the pandemic.

Conference calls on National Executive to:

- press employers and government for fully-funded protected leadership time for assistant and deputy head teachers, and
- press government to fully fund and restore a complete range of support services for children so that assistant and deputy head teachers can focus on the leadership of learning.

Update

NAHT continues to champion the case for our assistant and deputy head members, building on previous policy and campaigning work.

NAHT's pay, well-being and workload survey included bespoke questions focused on the roles and experiences of assistant and deputy heads. Our submission to the STRB has a specific focus on the retention of assistants and deputies, their workload, and their propensity to step up to headship; and reiterates the need for protected leadership time for these leaders.

The policy team has secured opportunities for deputy and assistant members to take part in a wide range of roundtables with DfE officials, including those examining the overall workload of school leaders, to ensure that the voices of assistants and deputies are heard.

Motion 26: Who is safeguarding the safeguarding lead?

In a climate of increased mental health problems, major family challenges and minimal support services, the role of the safeguarding lead has become, at times, an unbearable burden. In many schools this role is also carried out by the head teacher.

Conference calls on National Executive to press governments and employers, to work with NAHT and the profession at a national, regional and local level to establish a fully-funded, rigorous and structured mechanism of support, to ensure there is accountability for the duty of care for head teachers and designated safeguarding leads and their deputies.

Update

In our KCSIE 2021 submission we noted that, in principle, NAHT supports the provision of supervision for designated safeguarding leads (DSLs) who should be able to access similar support to their colleagues in social work and healthcare.

Research cited by NAHT illustrated the potential benefits of effective, well-funded supervision. We stressed that government needs to give due consideration to the different models through which supervision can be provided, by whom and how this will be funded, in order to put in place the structures and capacity which would be needed to ensure that all DSLs have access to high-quality and effective supervision.

In January 2021, the government announced an expansion of the pilot for social workers to provide supervision to DSLs, with focus on response to harassment and abuse.

In NAHT's submission to the updated KCSIE 2022 draft, we have once again emphasised the importance of ensuring all safeguarding and child protection training, and any plans for extending supervision, are consistent, high quality and role relevant, meaning that it must be centrally funded by government and not fall on schools to deliver.

In early 2022, an update from the DfE Children in Need team confirmed a research grant is being used by DfE for a pilot of supervision by senior social workers supporting the DSL role – eg in Greater Manchester – which will run until at least March 2022. An extension of the pilot is subject to CSR.

Three separate pilots were launched in September 2021 – using a group model, direct supervision and focused on child sexual abuse.

Motion 27: Sustaining change in Wales

The education system in Wales is going through a period of significant change. The rollout of the new curriculum for Wales brings with it many challenges and opportunities for schools and learners to flourish. New additional learning needs (ALN) legislation reflects the desire to ensure all learners are supported to reach their full potential. covid recovery will now dominate a great deal of time, ensuring that learners needs are assessed and addressed by those who know them best in terms of education – their teachers. If these plans are to succeed, we must look at what support is needed for schools.

NAHT calls on the Welsh government to review the needs of schools to ensure the change agenda is fully funded; school leaders receive the support they need in terms of their own health and wellbeing; and critically, that all partners who have a role to play in enabling schools to carry forward these changes

are held equally accountable. Schools cannot achieve change without the support of the middle tier, local authorities and other key stakeholders.

Update

In our KCSIE 2021 submission we noted that, in principle, NAHT supports the provision of supervision for designated safeguarding leads (DSLs) who should be able to access similar support to their colleagues in social work and healthcare.

Ongoing – Unfortunately the change agenda has moved up a gear with the commitment of the Welsh government to now explore reforming the school day and year. The government has tried to make some space for the profession to concentrate on key issues by removing end of key stage assessments, reporting requirements to parents and giving flexibility to secondary schools to not commence rollout of the new curriculum until September 2023 but there is still more work to be done on this issue.

Motion 28: General Teaching Council for Northern Ireland (GTCNI)

NAHT(NI) believes that the current organisation and operation of the General Teaching Council for Northern Ireland (GTCNI) do not further the principles of the GTCNI's own mission statement.

Conference calls on NAHT to pursue all options to compel the government to take urgent and appropriate action or, if no resolution is forthcoming, to take all measures to protect the professional integrity of NAHT.

Update

NAHT(NI) withdrew our representative seat on the council, which started a series of resignations from other representative bodies.

A Department of Education (DE) commissioned review into the governance of GTCNI was initiated, following which, in January 2022, the minister formally dissolved the council.

GTCNI functions are being carried out by GTCNI staff under oversight of the department. The minister has assured us that steps are now being taken to begin a consultation process on the formation of a new and properly functioning professional body.

Motion 29: Pre-school admission

In consideration of the current Department of Education (DE) consultation on the review of pre-school admission of socially disadvantaged circumstances, conference calls on NAHT to lobby the minister of education and DE to consult with the profession immediately in a meaningful, transparent manner around the proposed standardisation of session times in pre-school.

Update

NAHT(NI) Nursery Committee met with Minister Weir in 2021 to discuss his proposal regarding the standardisation of nursery school places. The committee informed the minister that this would reduce the overall number of places available in the nursery sector. The minister advised at the time that it was his intention to expand the number of places with additional funding and the aim was to have this in place over a four-to-five-year time frame. However, a change in minister and the collapse of the NI assembly has put a halt on progress. NAHT(NI) will continue to pursue this and meet again to ensure the standardisation of nursery places is on the table for discussion with the incoming minister for education following the upcoming elections.

Motion 30: Child poverty

Conference believes that the government should acknowledge, and take urgent steps to alleviate, the growing number of children now living in poverty in the UK. Conference notes the impact that poverty

has on limiting the life chances of children, and the detrimental affect it can have on children's educational experience, and ultimately the outcomes of their education. Without this kind of national effort, schools will always be fighting with one hand tied behind their backs as they try to support every pupil.

Conference calls on National Executive to launch a national campaign to highlight the growing scandal of child poverty in the UK and extend its collaborative efforts in this field by working with charities, parents and other stakeholders to bring about the necessary policy change to make child poverty a thing of past.

Update

As with other campaign-related motions, the policy and campaign teams have been working together to build a campaign on this issue. It has involved creating a dedicated page on the NAHT website with relevant background information, resources and links. A campaign logo has been designed for the campaign called 'End child poverty' with the hashtag #EndChildPoverty. Videos have been created to support and engage members.

A campaigning workshop event for local organisers was held on 2 March 2022. Further actions will now be taken forward following this event. In addition, the policy team continues to use all existing avenues to pursue this motion in all conversations with DfE and through relevant press channels. For example: tes.com/news/covid-exposed-child-poverty-impact-schools-report-shows-disadvantage

NAHT also regularly signposts relevant resources from the Child Poverty Action Group to members to enable them to support children in the school community. For example, the cost of the school day calendar and supporting resources, and the cost of school uniform guidance.

Motion 31: Carbon neutral state education system

The relentless cuts to education funding since 2010 have had an obvious negative impact on the depth and quality of experience that schools can provide. Recent funding settlements have only partially addressed these cuts. They do not denote 'growth'. Neither do they offer schools the best chance of making ethical choices about suppliers, or the scope to make their premises and facilities eco-friendly. As such, there is no guarantee that the school system is being placed on a sustainable footing for the future. There is also the risk that the school system is failing to contribute to national efforts to address climate change. NAHT should take all reasonable steps to press the government to move to a carbon neutral state education system in the shortest possible time and provide a funding settlement for schools which allows them to make their own ethically and environmentally-sound choices. Going green, should not be at the expense of staying in the black.

Update

NAHT is working closely with DfE's school capital team on the need for major investment to bring the school estate up to a reasonable standard, and more specifically for adequate funding to provide sustainable and carbon neutral schools in response to DfE's consultation on climate change proposals. NAHT has provided feedback on DfE's school rebuilding programme highlighting the need for considerable investment. NAHT is also working with TUC and across unions on a campaign to lobby for properly funded school rebuilding retrofits.

Following a meeting with Minister Walker on climate and environmental education in the curriculum, NAHT was asked to provide a follow-up note, explaining our views in more detail. In this we made the point that NAHT members would emphasise that development of the curriculum should go hand in hand with an investment in developing sustainability, moving towards net zero energy use and improving the school building stock.

Motion 32: Initial teacher training (ITT)

The DfE's ITT consultation ran across the end of the school year and part of the school holidays, making it impossible to gather the views of school leaders. No compelling case has been made to reinvent

teacher training or demonstrate that the sector is unable to deliver further improvement. These rushed changes risk destabilising the ITT market and reducing the supply of training places, as both higher education institutions (HEIs) and local providers withdraw from provision. Far too little consideration has been given to the impact of the proposals on the workload of school leaders and mentors.

Conference instructs National Executive to press DfE to halt its proposals for the reaccreditation of providers and to fully consult professionals in both sectors making clear that before moving forward, government must ensure that any change to teacher training has the full support of professionals in both sectors.

Update

NAHT worked assiduously to exert pressure on DfE to halt its proposals to re-engineer the architecture of ITT provision in England, working to influence officials at DfE and number 10, through a range of bi-lateral and joint union meetings, and by securing meetings where National Executive and council members could engage directly with officials, including the chair of the ITT review. We also worked on a broader front with ITT providers and the All-Party Parliamentary Group (APPG) for the teaching profession.

While government ultimately accepted the recommendations of the ITT review, a number of important wins were recorded. The delivery timeline was delayed by a full year, providing more time for smaller ITT providers to prepare for the new system. Government also reduced the time and scope that must be allocated to 'intensive training'; retained course lengths at 36 weeks for university-based programmes; reduced the proposed training hour requirements for lead and general mentors; removed the requirement that lead mentors undertake National Professional Qualification in Leading Teacher Development (NPQLTD); and accepted that providers should have freedom to tailor assessment to suit their context.

Perhaps most importantly, government removed a proposal that Ofsted should judge how well a school engages with, or is involved with ITT, and removed the proposed requirement that a school should be required to participate in ITT.

Motion 33: Expectations of children

Conference calls on National Executive to urge the government to take more care when discussing what it expects all pupils to achieve, given that every child is unique and should be valued equally.

Update

NAHT has continued to take every opportunity (both publicly and privately) to challenge the government when discussing its expectations in terms of pupil achievement. For example, we have publicly challenged the use of the language of 'illiteracy' and 'innumeracy' that we have seen emerging from government in relation to the white paper.

Motion 34: Expectations of children

Conference strongly opposes the interference in pedagogy and practice by government and DfE, and the increasing micromanagement of school leaders from Westminster. Conference believes that school leaders and teaching professionals should take the lead in pedagogy and practice, and that DfE should engage formatively with representative trade unions at the earliest stages of policy formulation.

Conference instructs National Executive to press government for full and early engagement on the formulation of education policy, so that serving professionals lead the development of pedagogy and practice, impressing on DfE the need to avoid the constant churn of change so that money is more wisely spent and pupils have a better chance of enjoying their education.

Update

NAHT has continued to try and take every opportunity to get serving school leaders into meetings with senior DfE officials and ministers, where possible, to stress the need for proper engagement with

the profession. Examples of this include members meeting DfE officials on key issues such as the early career framework and ITT. NAHT continues to attend 'programme of talks' meetings on a regular basis and use these, along with ministerial meetings, to stress the need for proper consultation with the profession and the end of constant policy churn and initiatives.

In broader policy work, NAHT continues to emphasise the importance of greater professional recognition for the skills and expertise of school leaders and teachers; push back against DfE 'diktats' on professional matters such as pedagogy and curriculum; and seeks to restore autonomy, agency and independence for school leaders, underpinned by evidence from our survey and broader research work.

Motion 35: Policy changes

Conference condemns government communication policy over the last two years and more, where policy changes are communicated (or leaked) via favoured media outlets before they are shared with schools, or even communicated to parliament, and then publishing revisions to guidance without clearly identifying the changes in the documents

Conference calls on National Executive to engage with government to ensure that:

- all policy changes are shared with schools before they are released to the press and
- all guidance is provided in a format that allows the specific changes to be tracked from one document to the next, dated and easily identified.

Update

NAHT has continued to make representations to the DfE about the timing and method of communications being sent to schools during the pandemic and beyond. DfE has made some minor changes to how guidance is presented and now includes a 'changes to previous version' overview at the start of documents. However, NAHT doesn't believe this goes far enough and continues to push for greater clarity in how guidance is presented. DfE has reported that guidance has to follow cross-government format so this is an issue that goes beyond education.

NAHT also continues to make the point that it is extremely unhelpful for press to be briefed on changes before schools receive guidance. Again, this is a cross-departmental issue.

Motion 36: Forced academisation

Schools have always been at the core of their community, providing hope, support and leadership to those they serve. This has been thrown into even starker relief throughout the pandemic when every school has adapted to the needs and idiosyncrasies of their locality. Governing bodies and school leaders have shown time and again that they are best placed to make decisions at a local level in the best interests of the pupils, families and communities they serve. It is therefore incomprehensible that any distant, centralised agency would seek to force a school to become an academy or attempt to mandate a change of structure against the wishes of the school community.

Conference calls on National Executive to renew efforts to rigorously oppose any move by government to force academisation on any school.

Update

NAHT continues to emphasise that the decision on whether to academise should rest with the school, its governing board and its community.

NAHT has pushed back against attempts by Catholic dioceses to force their schools into multi-academy trusts (MATs) or multi-academy companies (MACs). The organising team has arranged many short-notice crowdcasts for members across a number of dioceses, which have been also open to governors, offering advice, guidance and support. As a result of NAHT pressure, individual memoranda of understanding have been concluded with some dioceses, in which they have stepped back from forcing their schools to academise. Following a blanket set of academisation orders issued in Hallam diocese,

NAHT took legal action against the secretary of state forcing the withdrawal of the orders on the basis of them being unlawful. In discussions over the content of the forthcoming white paper, NAHT has pressed ministers and officials to recognise the importance of place and that many schools belong to more than one 'family', challenging the efficacy of a system built solely around trusts.

Similar work has also taken place elsewhere in the country, eg Liverpool diocese and Brentwood diocese.

NAHT also met with the Catholic Education Service (CES) to discuss our concerns regarding the overall approach of diocese. The meeting had many representatives of diocese present, with a number of specific issues discussed. The outcome was to look to agree a joint position statement between NAHT and the CES. Issues with Hallam and Birmingham diocese were discussed in detail.

In Swindon, NAHT intervened in the council's plan to academise all remaining LA schools. A joint statement was agreed with Swindon Borough Council (SBC) to explore other models of collaboration. NAHT introduced SBC to other options of collaborative models through a series of meetings with leaders with a view to creating a Swindon model.

NAHT has also used all relevant consultations, eg removal of local authority school improvement funding and national funding formula consultation to challenge the assumption of a 'fully academised system'.

NAHT has been preparing to formally respond to the upcoming white paper which will cover the issue of structures and academisation.

As with other campaign-related motions, the policy and campaign teams have been working together to build a strong campaign on this issue. It has involved creating a dedicated page on the NAHT website with relevant background information, resources and links.

A campaigning workshop event for local organisers was held on 2 March 2022. Further actions will now be taken forward following the campaign event. The campaign is called 'End forced academisation' with the hashtag #OurSchoolOurChoice. A logo has been designed and videos created to support and engage members.

In addition, the policy team continues to use all existing avenues to pursue this motion in all conversations with DfE and through relevant press channels. For example: tes.com/news/covid-exposed-child-poverty-impact-schools-report-shows-disadvantage.

Motion 37: Lowering the voting age in local elections

Conference welcomes local government reforms in Wales giving 16 and 17 year olds the right to vote at local elections. Our experience of many young people, shown most recently by their active engagement in the political debate around the environment and climate change, demonstrates their interest in, and ability to participate more fully in, our formal democratic processes. Schools have a vital role in their local community and should encourage young people to engage with the politics of the community in which they live.

Conference calls on National Executive to support lowering the voting age to include 16 and 17 year olds in local elections.

Update

NAHT has joined the Votes at 16 coalition and our logo is on their [website](#) as a supporting organisation. We attend regular meetings of the coalition, providing views, insight and input on their campaign plans. NAHT signposts relevant activity and resources to our secondary members, and asks that they share them with students and encourage participation.

As the Votes at 16 campaign develops, NAHT will continue its support, including sharing information and activity more directly with our organising team, branches and regions in the relevant areas.

Motion 38: Directed time

Conference notes with alarm the reported proposals to remove the cap of 1,265 hours directed time from teachers' pay and conditions. In addition to the extension of the pay freeze, this adds insult to injury to the staff for whom we have a duty of care.

Conference instructs National Executive to actively recognise the many, many hours of committed service teachers give beyond their directed time and to campaign for the government to drop any suggestion that teachers directed time should be increased either now or in the future. Conference further instructs National Executive to work with our sister unions in protecting the working conditions of our teachers.

Update

NAHT has made clear our opposition to any extension to the school day on the basis that there is no compelling evidence to support such a change. We are also clear that there is no scope for increased duties for teachers under the current STPCD and we see no case for change, given the overwhelming evidence on the impact of already excessive workload and associated ill health. While at the time of writing, we are awaiting the publication of the government's white paper, it would appear the government has moved away from the idea of mandating an extended school day.

NAHT is watching developments very carefully, is fully engaged with sister unions and ready to respond to any intimation of changes to the STPCD.

Annual reports of committees

National Executive Committee report 2021-22

The National Executive Committee has continued to meet virtually, and in person where possible, since the last report at Policy Conference in October 2021. Hybrid meetings are now offered as standard to ensure maximum possible attendance.

The National Executive is undertaking a review of its workings and the first item to come out of that review is a proposal to make changes to the presidential term of office, which is on the agenda for discussion at the AGM. Up until now, the presidential term of office (and those of the vice president and immediate past president) has been from Annual Conference to Annual Conference, traditionally May to April. This has meant, for the president, that time spent out of school for their presidential year has had to straddle two academic years. The proposal at AGM is to make the presidential year run from September to August, which would also mean some knock-on effects for the terms of office of other national officers and for National Executive members.

National Executive is continuing to look at other ways of working to see if the way that meetings had to be conducted during the pandemic and lockdowns can give any insights and learning about whether the structure of National Executive can be adapted.

National Executive members took part in training which focused on trade union law and structure, and looked at the operating processes with regard to statutory elections and ballots.

Seán O'Regan - group director of education, government of Jersey and David Berry - head of the school improvement and advisory service, government of Jersey gave a presentation to National Executive on the school review and inspection process in Jersey. The presentation found common ground with many of the ideas that NAHT has been arguing about through the accountability commission and was warmly received.

The committee has also overseen developments in NAHT's new equalities strategy and a fresh and updated strategy for the International Committee.

Education Policy Committee report 2021-22

Assessment and accountability

The Education Policy Committee (EPC) received regular updates on, and expressed their gratitude for, the huge amount of work the policy team in England, Wales and Northern Ireland has undertaken regarding assessment and wider qualifications, and the substantial efforts NAHT undertook to support members during ongoing pandemic disruption.

Assessment discussions with DfE in England have included lead assessor training, the large-scale primary assessment review and queries about the flawed use of comparative data due to variable levels of covid disruption between schools. The committee has discussed the policy position on SATs and the government decision to press ahead with secondary exams despite recognition that they will be unfair. Parental views of SATs and latest inspectorate issues have also been discussed, including a proposed Ofsted recommendation and work to strengthen NAHT's policy position on the future role of the inspectorate.

In Wales, NAHT Cymru has been focusing efforts on the current role of Estyn during suspension of formal inspections and responding to assessment consultations. While the new curriculum is still welcome, the scale of challenge of implementation remains. As elsewhere, funding is a significant challenge - NAHT Cymru has been invited to submit evidence to the Senedd Finance Committee. NAHT Cymru has highlighted concerns about the curriculum rollout and a report on the new assessment consultation from March 2021. Rollout of the additional learning needs (ALN) system and the relaunch of Estyn inspections from February 2022 half term are creating undue stress on school leaders.

In Northern Ireland, NAHT NI has pushed back on the primary transfer test and the lack of contingency planning for post-primary assessments. As part of a review of accountability, NI Executive has met the Education and Training Inspectorate (ETI). Safeguarding legislation recommendations by NAHT NI have been put to government as part of an ongoing review. NAHT NI has noted the impact of their previous industrial action on ETI who now appear committed to consult with NAHT NI prior to recommencing inspection and in devising a more collaborative system in future. The Engage programme, which NAHT was supporting, to re-engage pupils in learning post-and extension of counselling services into Northern Ireland's primary schools, and a £5 million project which was planned to be launched for mental health services, both suffered from insufficient funding. Government instability has derailed much of the good progress in both areas, due to future funding not being signed off in time.

Curriculum

The committee has discussed several papers on curriculum issues in England, including a comprehensive piece about NAHT's work on environmental education. Concern was expressed that government constraints placed on schools in relation to political education, maintaining impartiality and avoiding partisan activity, need to be challenged to properly address environmental education, especially in the context of active citizenship and taking proactive roles in democracy. NAHT expressed concerns about the original political impartiality in schools draft. It was made clear that any guidance should reassure schools and not create fear of exploring any relevant subjects with pupils in an age-appropriate way. Committee suggested that the ability to frame such discussions with pupils on the basis of the United Nations Convention on the Rights of the Child (UNCRC), and within curriculum areas such as PHSE, should enable schools to continue delivering this area of work. This is to be further explored at a subsequent EPC meeting.

SEND and pupil support

The committee has regularly discussed the SEND review, mental health policy and DfE behaviour strategy in England; ALN implementation in Wales; and NAHT NI's positive influence on education, including the Education Authority's unhelpful anti-bullying policy, as well as NI children's commissioner's more supportive restraint and seclusion paper. Committee has raised concerns about variable inclusion cultures in different school settings, lack of funding for sectors to support essential external provision across all nations, the demand on school staff to support mental health initiatives (which are essential) and the paucity of evidence in all nations to show the actual level of pupil special educational/additional learning need versus the required level of funding to meet that need.

Safeguarding

Committee discussed the implications within the updated keeping children safe in education (KCSIE) document – specifically the sections concerning child-on-child sexual harassment and violence, and low-level concerns related to staff. NAHT has committed to remain in close dialogue with DfE, as the managing of both of these areas is complex for members. Advice team colleagues also updated the committee on key areas of member concerns, including inadequate funding, not fit for purpose early careers framework and the lack of quality HR advice available to members via their schools. Committee has also discussed concerns about the unsustainable demands of the designated safeguarding lead role and the insufficient capacity of external support services which schools should be able to rely on for referral. Similar concerns about the behaviour and exclusions guidance consultation were discussed – a somewhat punitive narrative in the draft documents is unhelpful and again, without sufficient capacity in external services, schools cannot be expected to resolve all relevant issues for pupils.

Religious education

Following wide-ranging discussions, Education Policy Committee has reviewed NAHT's existing policy position. The committee recommended an amendment to the policy position on religious education, as follows:

NAHT believes that all pupils, in all schools, should experience consistent and high-quality religious education in order to support the development of understanding, and respect for religious and non-religious beliefs, practices and viewpoints. In order to secure this, we would like to see amendments made to section 71 of the School Standards and Framework Act 1998, which provides a parental right to remove children from religious education.

Other issues

The campaigns and organising team provided an update on the school funding campaign and current progress in pushing back against forced academisation. While recent progress has been welcome, it is clear that both areas will require long-term commitment from NAHT teams and the wider membership.

Committee received updates from members of the Diversity and Inclusion Group (DIG). Members welcomed the keen interest in the Disabled Workers Network and the LGBT+ group plans to participate in a 2022 Pride event. Committee was encouraged to reflect on an excellent DIG paper, outlining NAHT's intentions to continue working alongside Stonewall and other groups in this policy area.

Committee has welcomed news of 'You Are Not Alone' – a collection of stories from members of NAHT's Leaders for Race Equality group and plans for a similar book from the LGBT+ group.

Committee also received an update on Star Chamber. Three meetings have taken place since October, looking at data requests to DfE/schools. Representation on this group is essential and provides an opportunity for NAHT to encourage more helpful data collections and push back on additional unnecessary bureaucracy burdens for schools.

Professional Committee report 2021-22

Professional Committee continues to monitor and steer NAHT's work on the impact of the pandemic; pay and conditions; leadership recruitment and retention; systems and structural change, including forced academisation; workload and well-being; and continuing professional development.

The committee considered NAHT's pay campaign strategy in England, which successfully focused on securing an end to the pay freeze. However, government proposes to continue to focus higher pay uplifts on early career teachers with lower uplifts for experienced teachers and leaders and flatter pay progression, the effect of which will be to further erode school leaders' pay, which has already declined by 15% against CPI and 27% against RPI since 2010.

The committee has raised serious concerns about the efficacy of the pay review body process in England, where its remit has been constrained, once again, by government. The committee has similar concerns about the separate pay review body in Wales where the employer failed, for the second year in a row, to submit evidence to the Independent Pay Review Body. The committee noted the significant gains negotiated for members through free collective bargaining in the Channel Islands and the Isle of Man, and heard that a pay offer from the employer had been overwhelmingly rejected by members in Northern Ireland, where an improved offer is awaited.

The committee continues to focus closely on the causes of declining leadership aspiration and increasing rates of leadership attrition which are damaging existing and future leadership supply. During the autumn, it oversaw the production of three reports highlighting the causes of the recruitment and retention crisis – Fixing the leadership supply crisis: time for change; School business leadership in crisis?; and Closing the gender pay gap in education – which gained significant coverage and have been used to inform evidence submissions to the School Teachers' Review Body (STRB). The committee also approved the organising team's 'Big Five' campaign strategy and materials, which includes actions to press government to restore losses to leaders' pay, conduct a full review of leadership pay and act on the gender pay gap.

The committee recorded its deep concerns about the worsening mental health and well-being indicators for school leaders against an already worrying baseline across the nations. The committee agreed that there is an urgent need for greater professional recognition of leaders' experience and expertise, and restoration of their autonomy, agency and independence.

Long working hours and high levels of stress associated with leading a school during the ongoing pandemic were reported to the committee across all nations. Directors of Wales and Northern Ireland set out the extraordinary challenges that members continue to face as each nation reported struggling with high infection rates, very significant staff and pupil absence, and associated funding pressures. The committee welcomed reports from the regional officer team that the majority of employers were adopting a sympathetic and pragmatic approach to members suffering from long covid, although the

picture in Wales was less positive where proposals for a formal, joint-union framework for long covid absence could not be agreed.

The committee has taken a close interest in the DfE's approach to teacher training and development. Members endorsed NAHT's opposition to DfE's initial teacher training (ITT) 'market review', in particular, noting the risk that the review might undermine the capacity of training providers and placement schools, which could in turn precipitate a collapse of the ITT sector. Members also noted very significant workload issues connected to the review's increased demands on mentors and schools. Reviewing the outcome of the government's extremely limited consultation activity, the committee noted significant campaign wins which meant that schools will not be required to offer ITT placements; Ofsted will not evaluate or judge the quality of a school's ITT provision; and the demands on in-school mentoring of ITT trainees will be reduced.

The committee also raised significant concerns about increased workload arising from the rollout of the early career framework (ECF), expressing the view that the programme should be allowed to bed in, and be fully evaluated, before further pressures are added to the school system, which remains at breaking point due to the pressures of the pandemic. The committee endorsed the recommendations that arose from NAHT's survey findings on the implementation of the framework, which was influential in securing the schools' minister's agreement to review ECF materials; simplify online service and registration processes; instruct providers to ensure that sessions take place during dedicated ECF time; and provide greater flexibility to allow mentors and mentees to adapt delivery of the ECF to meet the mentee's specific needs.

The development of various government policies and priorities have also been closely monitored by the committee including the evidence base for a longer school day, which promoted the unanimous resolution committing NAHT to oppose any increase to teachers' contracted hours. The committee has also discussed emerging white paper developments, the outcomes of which informed discussions with officials prior to publication.

The committee championed a small schools campaign as part of NAHT's broader campaigning strategy, undertaking joint work with the National Association of Small Schools (NASS) to survey members in these schools, with a view to producing a manifesto for parliamentarians and launching an all-party parliamentary group (APPG) to address the issues.

The committee has supported actions by the organising and policy teams to help members facing forced academisation, particularly in the Roman Catholic sector. This has included extensive member engagement and the mounting of legal challenges to support and protect members and their governing boards, particularly where diocesan or local authority policy (abetted by RSC involvement) has sought to force schools maintained and single academy schools to join a particular trust. In many circumstances, these attempts have failed to recognise that it is a school's governing body (or trust) alone that holds the power to make a decision to apply to become an academy or join an established trust. The committee noted the extreme stress and pressure that this had placed on members and their governing boards. Most notably, NAHT, leading a coalition of unions and the NGA, secured the withdrawal of unlawful academy orders for a group of voluntary aided (VA) and single academy schools in Hallam diocese through a pre-action challenge ahead of a full judicial review. NAHT has also successfully protected members in maintained schools in Swindon, threatened with unlawful forced academisation by the local authority, and brokered genuine engagement and discussion on future forms of collaboration.

Membership Services Committee (MSC) report 2021-22

Membership update

The committee received regular updates on membership recruitment and retention. It has noticed increased popularity of member referral campaigns and has concluded that the effectiveness of a campaign is to do with both the value of the voucher on offer and the associated experience. The committee is also getting a more detailed picture of the reasons members leave, which we can build on to inform retention strategies.

The committee heard that NAHT has recruited strongly in 2021. There were 3,373 new members in 2021 (above budget by 210) versus 2,112 members lost. The organisation was ahead on income in 2021 by over £400,000. A new strapline 'The school leaders' union' has been rolled out. It was also reported that recruitment has been noticeably tougher since summer 2021 but should improve as face-to-face events increase. There were also good opportunities to grow associate membership. A new recruitment campaign, using member testimonials, has just been launched.

CPD events will be online for first quarter of 2022, but the March well-being course was face-to-face.

Life members

The Life Members' Sector Council (LMSC) continues to provide regular updates to Membership Services Committee. The annual report for the LMSC can be found elsewhere in this handbook.

Pathway

Membership Services Committee has received regular updates on the Pathway programme. The committee reiterated the definition of the programme – a CPD programme that all school staff can subscribe to online, with the option to purchase an individual or staff annual license. The programme has a variety of modules, including multimedia resources, individual support and an advice hub. Sales have been improving with nearly 100 schools now using the product. The pandemic has had a big impact on uptake, with few opportunities to meet people in person and give demonstrations, but the easing of restrictions and some new pricing plans should make a big difference in the coming months.

Equality monitoring

Currently, the only demographic data NAHT collects on members is gender. NAHT is looking into how to expand this into other areas, what voluntary questions could be asked and how this information can be hosted on the new IT membership system. This will be useful to understand the makeup of NAHT's membership, how it measures against national data and how it can be fed into internal activities and business plans. Communications to members will be vital to explain the reason for collecting this data and encourage members to provide it.

Legal services

Grievances and litigation cases have grown markedly since the pandemic started and there have been significant delays in the progress of cases.

NAHT is challenging cases where Teaching Regulation Agency decisions have led to members being barred from ill-health provisions.

The committee has been kept in touch with developments on the judicial review in the Hallam case where the secretary of state backed down.

Increase in powers of the certification officer

The committee has been updated on new regulations which come into force in April 2022 which increase the powers of the certification officer (CO) for trade unions in England and Wales.

Trade unions will have to pay a levy for the CO and CO office costs, from 1 April.

The CO will now be able to consider complaints from third parties.

Financial penalties can now be imposed on trade unions found in breach of regulations.

NAHT equality networks report 2021-22

This year marked the development of a new equality network for NAHT members: the [Disabled Members' network](#). It joins the two already established networks: [Leaders for Race Equality](#) and the [LGBT+ network](#).

NAHT facilitates meetings every half term for each network, alongside two busy WhatsApp groups (for each of the established networks) that are used regularly by many group members.

These networks are overseen by the Diversity and Inclusion Group which receives regular reports on the discussions, concerns and work of network members. The knowledge and experience from members of these networks aims to inform and deepen NAHT's expertise, and help guide NAHT's equality, diversity and inclusion work.

Looking forward, the networks are planning a joint face-to-face event in the summer term.

NAHT's leaders for race equality

The Leaders for Race Equality network has continued to see extensive growth over the last year, with several individuals joining NAHT specifically for the network. Engagement within the network is incredibly strong but this has also led to a number of individuals becoming more involved in their branches, regions and National Executive, as well as actively supporting campaigning and policy events on behalf of NAHT.

The network welcomed Kudsia Batool, head of equalities and strategy at the TUC, as a guest speaker during the autumn term. The network heard about the progress of the TUC anti-racism taskforce which was launched in 2020. The network discussed the lack of representation within union workforces and the impact this can have on Black confidence in unions' ability to effectively represent them. The network discussed the TUC Black Workers' Conference, following a motion they submitted to the 2021 conference. The group agreed to explore options for 2022 and seek to send NAHT representatives, if possible.

Following the resolution in October 2021, network members have supported NAHT in the development of an anti-racism statement which is due to be released early in the summer term. This statement will provide the foundations on which to develop more detailed and specific policy positions going forward.

The network has explored a range of areas over the last year, as well as sharing personal experiences. This has included discussions on ways to improve leadership diversity. As part of this, the network has discussed the visibility of NAHT's mentoring scheme and pressed NAHT on the need to ensure specific support for leaders of colour within the scheme. Members of the network have volunteered to help facilitate this support. The group has also explored the implications across the nations from the introduction of mandatory inclusion of Black history in Wales as part of the new curriculum. The network continues to discuss the importance of bias training and debated some of the current government narrative in this area.

Members reported finding work challenging and exhausting, with high levels of staff and pupil absence due to covid-19 and rising stress levels. Members voiced the importance of supporting each other and encouraged each other to reach out if they needed support or advice. Network members have explored the impact of unconscious bias and the role that national level training could play. Members have discussed some of the practices, training and approaches they have embedded into their schools to ensure equality and diversity is front and centre.

Work continues to promote the '[You Are Not Alone: Leaders for Race Equality](#)' book, which shares the personal experiences of 14 NAHT members from Asian, African, Caribbean and multiple backgrounds. Discussions are underway to lengthen the book and collaborate with another publisher to extend the print run.

LGBT+ network

The LGBT+ network marked its one year anniversary this year and has maintained strong growth in membership.

Discussions continue to be broad and wide ranging. Members have shared the impact of the network on their confidence, both as individuals and school leaders. Members have also shared examples of learnings taken back to their schools, highlighting the often-powerful impact it has had on pupils.

Members have pressed NAHT on the work being undertaken to support improved diversity on governing boards, noting the important role that governors play in the system. Members have discussed ways to support and empower school leaders to feel confident in embedding LGBT+ experiences and perspectives into the curriculum.

The network continues to monitor public discourse around LGBT+ individuals and their rights, with a specific focus on the rights of trans individuals. The network also continues to raise concerns about the government's current approach to LGBT+ rights, noting a feeling that there has been a general erosion of commitment towards it. This has fed directly into the work of the Diversity and Inclusion Group, helping to guide NAHT's LGBT+ work and public responses.

Following interest from the network, National Executive formally endorsed NAHT to apply for a place at a Pride event in 2022 and an application for London Pride has been submitted.

The network welcomed Sue Sanders, chair of the Schools OUT UK charity and co-founder of LGBT+ History Month, as a guest speaker during the autumn term.

Looking ahead, members of the network have expressed an interest in developing a similar book to 'You Are Not Alone' from the Leaders for Race Equality network; this is currently being scoped.

Disabled Members' network

The inaugural meeting was held in early February 2022 and was warmly welcomed by members who noted the non-existent support from government for staff and leaders with disabilities.

Members spoke candidly and passionately about the challenges they faced on their journeys to and during school leadership, sharing feelings of isolation as well as delight at the development of the new network. Members discussed a reluctance to 'share' their disability within the school community and explored some of the underlying reasons and perceptions for what might drive this reluctance. The group talked about the limited support available for them as disabled school leaders. They agreed there needs to be a cultural shift and greater prominence around disability for staff and school leaders.

Looking ahead, members are keen to focus on further establishment and growth of the network during 2022. Members also talked about more work to explore the impact that covid-19 has had on disabled school leaders.

Diversity and Inclusion Group (DiG) report 2021-22

The Diversity and Inclusion Group (DiG) - formerly the Equalities Committee - is a sub-committee of National Executive, focusing on issues relating to diversity and inclusion within the association, the profession and schools.

As NAHT's equality, diversity and inclusion work continues to develop, DiG has emphasised the need to ensure it is effectively communicated to members. As such, DiG has supported the development of a new [equality, diversity and inclusion \(EDI\) page](#) on the NAHT website, to share the work the association is undertaking.

Since last conference, DiG has been instrumental in the development of a new equality network for disabled members, which held its first meeting in early February 2022. The other equality networks ([Leaders for Race Equality](#) and the [LGBT+ network](#)) are maintaining strong growth in numbers, with some individuals joining NAHT specifically for network membership. DiG is conscious that the networks have developed during the pandemic and been solely online to date. The group therefore supports discussions about beginning yearly face-to-face meetings.

The group regularly reviews discussions from network members and works to ensure this is fed into the work of the association. For example, following interest from the LGBT+ network, DiG has supported an NAHT application to participate in London Pride 2022. The group is keen to explore ways to further strengthen the relationship between DiG and the equality networks. The 'You Are Not Alone' book has been picked up by publisher Taylor & Francis which is working with the Leaders for Race Equality network to develop the book as a resource for school leaders.

During 2021-22, DiG will continue to engage with and support the growth of the networks, including exploring greater cross-network opportunities in order to share and amplify collective experiences, and consideration of intersecting issues.

The group has received several presentations from external speakers, including a research presentation on transforming unions to represent the neurodivergent workforce: "Increasing power and voice

of a marginalised section of the UK workforce (TURN).” The TURN project hopes to enable unions to be more inclusive of neurodiverse voices. Through DiG, NAHT has added support to the project bid. Looking forward, the group is keen to continue to hear from a range of experts, across the nine protected characteristics, to ensure that DiG feels informed and empowered on equality, diversity and inclusion areas and/or issues.

The group continues to receive updates on key policy areas and considerations for advice and guidance for members, while supporting the increased focus on EDI discussions across all NAHT committees and councils, to allow the work to be better embedded. Since last conference, the group has considered the help available for members in supporting LGBT+ pupils and staff in their schools (including reviewing the revised LGBT+ guidance produced by NAHT in collaboration with Stonewall), NAHT’s response to the consultation on disability workforce reporting, and the work underway to support members with long covid and/or supporting members managing staff with long covid.

DiG has continued to engage with the wider trade union equality, diversity and inclusion work, through NAHT’s involvement with the TUC. DiG reviewed NAHT’s submission to the TUC’s equality audit, and will use our response and wider findings to guide further work in 2022-23.

Members of DiG and the networks have begun attending the TUC 2022 equality conferences. The group remains committed to ensuring greater NAHT representation and engagement at future TUC equality conferences.

The group is engaged with work to increase the breadth of EDI topics covered by NAHT’s CPD and events, and is overseeing the development of the next NAHT Equality Conference which is scheduled for 29 September 2022. The group has welcomed a continued focus on inclusivity in conference planning and CPD materials that help develop the whole person, even outside of school-specific issues.

Looking ahead to 2022-23, DiG will continue to ensure that NAHT’s equality, diversity and inclusion work is embedded throughout the association. This will be guided by NAHT’s new EDI strategy for 2022, which DiG has reviewed and endorsed. The strategy is intended to provide the structures and strengthen the foundations on which the association can drive forward our EDI work during 2022. The strategy is broken down into nine objectives, each with a series of actions for 2022 and the success criteria used to measure progress.

Deputy and Assistant Heads’ (DAH) Sector Council report 2021-22

The Deputy and Assistant Heads’ (DAH) Sector Council has continued to represent the interests of NAHT members, despite the challenges related to the ongoing coronavirus pandemic.

In line with the NAHT president’s theme for his presidential year, the council evaluated the well-being and mental health of deputy and assistant head teachers. The council found that the impact of ever-increasing workloads, coupled with the additional demands caused by the pandemic, had contributed to a rise in demand for well-being support. The council noted the importance of safeguarding leaders’ well-being to support retention and the supply of future school leaders. The council highlighted the often-limited support available for deputy and assistant head teachers, who are also usually responsible for providing this support to their colleagues, re-asserting the need for dedicated supervision for these positions.

Members of the council also provided invaluable insight on the integration of well-being advice and support within NAHT’s continuous professional development (CPD) programme. The council evaluated the range of CPD packages and resources offered by NAHT, and emphasised that deputy and assistant head teachers should be encouraged by these to remember that their health and well-being should not be compromised by their role or commitment to their pupils, staff and communities.

This focus was carried through to the development of this year’s pay, workload and well-being survey, which now fully integrates deputy and assistant head teachers throughout, while maintaining a discrete section on analysing the particular challenges faced by these members. The council provided a steer on the inclusion and phrasing of well-being questions in the survey that provided powerful data to inform NAHT’s report, *Fixing the Leadership Crisis*, published in December 2021. This gave invaluable evidence that documented the worsening indicators of mental health and well-being faced by deputy and assistant head teachers, as well as across the teams they support.

Council members reiterated their concern at the findings of this report, which demonstrated that dissatisfaction among school leaders is rising steeply and that aspiration for leadership continues to decline. The council endorsed the recommendations, including that government should empower school leaders to make decisions free of centralised diktat and control; commit to meaningful collaboration; reform inspection and accountability; and restore leaders' real pay and the leadership differential. Council members' views and experience have also been influential in shaping NAHT's evidence submission to the School Teachers' Review Body (STRB). Following the success of the council's input in the production of NAHT's report, *Fixing the Leadership Crisis*, the council has already begun to discuss topics for inclusion in the 2022 iteration.

Building on the findings of the annual report, the council evaluated and engaged with NAHT's organising team in the development of the pay campaign. Members reviewed the materials and resources that have been produced to support the campaign and agreed with the proposal to focus on three key areas: firstly, to press for the Pay Review Body to have the freedom to operate independently without government constraint; secondly, to achieve restoration of leaders' salaries to 2010 levels; and thirdly, to restore the leadership differential. The council also analysed NAHT's submission to the STRB's 32nd remit and supported the call to reject 'flattened pay scales' and differentiated pay rises in favour of early career teachers.

The council also considered the gender pay gap, having reviewed the jointly-published report, *Closing the Gender Pay Gap*, produced by NAHT, ASCL, NGA and WomenEd. Members of the council agreed that it laid bare the shocking pay gap in education, which increased with seniority. The council provided an expert steer on the critical questions for government and policymakers to resolve, and shared invaluable insights on potential contributory factors.

Council members also highlighted the secondary effect that gender disparity in income has on pensions. The council engaged with NAHT's pension specialist to assess the impact of the McCloud judgement and the guidance provided for members to support their pension decisions. The council reinforced the importance of individual members understanding their pensions and discussed how best to raise awareness of this among assistant and deputy heads.

The council remained focused on the importance of ensuring there is a successful supply of teachers and leaders in the pipeline, through their regular examining of the initial teacher training (ITT) statistics and strategy. The council noted the sharp decline of entrants to ITT, back to broadly pre-pandemic levels, and re-asserted its concern at the DfE's plan to restructure the ITT market. Council members provided invaluable contribution and insight to NAHT policy staff and DfE officials on these plans. The council noted some small, but welcome, amendments to DfE's plans, including a reduction in the proposed number of hours for mentor training and that there will be no requirement for schools to participate in ITT nor will Ofsted take this into account during school inspections.

The council continued to monitor the membership level of deputy and assistant head teachers by engaging with NAHT's membership services team. The council reviewed the new recruitment and retention strategy to ensure that the voices of deputy and assistant head members are reflected throughout, and that the support NAHT can provide for all categories of membership is articulated clearly. Council members underlined the benefits of the holistic support that NAHT provided throughout the coronavirus pandemic.

Council members supported the actions of NAHT's legal and representation team in their successful challenge to the diocese of Hallam's forced academisation of all its schools, which saw the academy orders issued by the regional schools commissioner withdrawn on the basis that they were unlawful.

Throughout all discussions, the council considered the possible impact of governmental policy decisions on SEND provision. The council reiterated its support for NAHT's calls for the government to adopt a needs-led, rather than resource-led approach, in the forthcoming SEND review. Council members highlighted how the NAHT report, *A Failure to Invest*, documented the significant funding challenges for all schools but showed a clear and pressing crisis in special schools, exacerbated by the mixed practice and budgetary constraints of each local authority across the country, which they hoped would be addressed by the SEND review.

The council agreed that the issue of funding permeates into every aspect of running a school, noting in particular the upcoming consultations on attendance and behaviour. The council stressed the importance

of schools to be supported by well-funded local services that provide assistance to families experiencing difficulties, emphasising that this issue has become increasingly acute since the beginning of the pandemic. Council members supported the call to make it clear to the DfE that schools alone cannot be either responsible for, or guarantee, good attendance and behaviour where wider issues exist.

Early Years Sector Council report 2021-22

A wide range of issues were considered by the Early Years Council this year, with members keeping a particularly close eye on changes and developments in early years assessment, including the reception baseline, early learning goals and changes to Development Matters.

The council was pleased to welcome Gill Jones, HMI from Ofsted, to a meeting to feedback on and discuss the inspection of early years provision in England. The council was pleased to note the improvement in training around early years for inspectors which had been a focus of one of the council's previous conference motions. Council members who had been involved in the training noted an improvement compared with previous years. Experiences of inspections in the early years were discussed in depth, with some concerns raised around the narrow focus of some inspections. These were also shared and discussed with Ofsted.

Issues arising in Wales were discussed regularly, with the council kept abreast of the challenges and opportunities faced by early years providers and schools in Wales as a result of ongoing reforms. Issues around workload, and training implications linked to curriculum development were discussed at length, as well as the impact of covid-19, the delay of inspections from Estyn and a broad range of funding issues. The council also received regular updates on developments in Northern Ireland, with discussions covering early years funding updates, the ongoing issue of principal release time (where significant work has recently been launched) and the ongoing review of special educational needs and early intervention.

An area of focus throughout the year continued to be maintained nursery school funding, which the council has been kept regularly updated on. Following a successful campaign by NAHT and others, the government extended the supplementary funding for three years and indicated that this will now be a permanent funding stream. The council welcomed this news but also recognised that there are still ongoing issues with funding, including how supplementary funding is allocated. The council continued to look at funding matters more broadly, discussing the recent increase to the hourly funding rates for early years settings and exploring the additional recovery funding allocated for DfE-approved early years training.

Members of the council discussed the entitlement to 30 hours of free childcare for eligible families and highlighted the need for this entitlement to be extended to all families and children, regardless of family income. Several issues were identified through debate and discussion, including the need for increased and adequate funding to provide for additional 30-hour places and provision for SEND pupils. These discussions formed the basis of a recommendation to amend NAHT's policy position to call for the offer to be extended and fully funded.

The council continued to discuss and receive updates on issues and developments faced by the private voluntary and independent (PVI) sector, with a regular PVI update as a standing item on the agenda. The council kept up to date with the multiple challenges facing the sector and held discussions on funding and staffing issues as well as the impact of covid-19 on child development and learning after lockdowns.

Life Members' Sector Council report 2021-22

The past 12 months have been both challenging and exciting as the Life Members' Committee finally became a sector council in its own right, with full representation on National Executive. Our first meeting was on 23 June 2021 at which John Killeen was confirmed as chair, Nigel Paton as vice chair, Michael Wilson as communications officer and Eugene Symonds as deputy communications officer. The council will continue to drive forward key issues that affect life members and ensure full support and recognition for all life members within NAHT. Our meetings have continued throughout the year via Teams. Despite this, we have been encouraged by the progress made on our full and varied agendas

during this time. We have also been extremely pleased with attendance and the fact that every region and country have been fully represented at most of these meetings. Our life members' charter has now been revised to reflect our sector council status.

Recruitment and retention of life members

The regular presentation from membership services and marketing at our meetings has ensured the council is fully updated and informed on issues surrounding life membership across the UK. It has been pleasing to see a gradual rise in the number of members in full membership moving to life membership. In January 2022, we recorded 2,271 life members paying the annual fee, 195 members on life member plus (including part-time teaching cover) and 236 members paying the initial life membership fee.

Policy Conference London, 2021 / Annual Conference and AGM Telford, 2022

A good number of life members were able to attend the Policy Conference in October 2021 and, although there were no life member motions on this occasion, the event was well received and appreciated.

It is anticipated that a good number will also be present in Telford and that delegates will take the opportunity to visit the life members' stand while at conference and meet with council members.

Communications and development report

The council is keen to build on the work already in place and ensure clear paths of communication between life members and the association. Although some progress has been made on updating the website, some areas in the life member section still require more work to enable easier access to information and better communication between regional and branch life members. We await news of better support through workshops and training manuals to help our life members make fuller and more effective use of the IT currently available. The Leadership Focus magazine continues to have regular life member articles and the life members' newsletter has an encouraging readership, with recent editions showing open rates of just under 60%. We have received positive feedback from our members on the content and useful suggestions for other possible topics to include. It is hoped that all 14,000 life members will soon receive this newsletter rather than the 6,717 that are currently receiving it. It is also hoped that the problems logging into our site may soon be resolved following a recent meeting with the head of communications.

Life Members' Sector Council succession planning

As with all committees, we are grateful for the contributions made by our members and certainly the wealth of knowledge and experience from these people has enabled the council to be so successful. We acknowledge that the expertise and leadership now in place should be maintained so plans have been made to ensure we do not lose all current members at the same time. It is therefore important that regions look carefully at who might succeed their current representatives. These strategies will ensure the council continues to thrive and fully represent this important sector of our association.

A full list of officers and members of the sector council is available on the life members' section of the website.

Matters of the moment

One of the main roles for the sector council is the communication of important information from members in the regions/countries they represent and headquarters and National Executive. Many of our life members hold key positions in branches and regions, so it is vital their voice is heard. Equally important is the transference of key messages and information back to regions by council members. The general secretary gives a comprehensive overview of current issues, policy and direction of travel for NAHT at each of our meetings. We have received regular updates on the work being done on behalf of life members by the legal department when cases are brought against them after the member has retired or left their teaching post. Issues surrounding teacher pensions is another important area regularly covered in our meetings. We are so fortunate in being able to call on the expertise of these teams at headquarters and record our thanks to them.

The Life Members' Sector Council has grown in strength from its early beginnings in 1999 as a retired members' working group, through later stages as the Life Members Committee to reach its current

status as a sector council within NAHT. It continues to work hard for the benefit of all NAHT members but particularly for life members. It is proud of all that has been achieved during the past year and looks forward to continued progress and success in the coming year.

Primary Sector Council report 2021-22

Primary Council has considered a broad range of topics this year across a variety of areas relating to the primary sector.

Members received regular updates and held discussions on issues relating to funding across England, Wales and Northern Ireland. They discussed the findings of the latest NAHT funding survey as well as the union's ongoing campaigning work, helping to highlight areas of particular importance and share experiences and feedback. The council agreed that the majority of funding to schools should flow through to schools as part of their core funding and that school leaders should have the freedom to allocate budgets based on the needs of their pupils, forming a recommendation to National Executive on this issue. The recommendation also included a policy position to oppose any attempts by government to clawback unspent funding streams.

Primary assessment formed a key part of the council's ongoing discussions with members, sharing feedback and perspectives on the new early learning goals and the impact of the baseline assessment. The council discussed findings from the recent NAHT member survey on SATs and recommended that NAHT should work with other organisations, such as the National Governance Association (NGA), to ensure that primary statutory assessment data from 2022 is not used for performance management purposes.

The impact of covid-19 on pupils, staff and leaders across England, Wales and Northern Ireland was discussed frequently, and the council reviewed and discussed findings from NAHT's surveys on the impact of coronavirus. Discussions took place around the impact of covid-19 across all three nations on areas including workload, mental health, recruitment and absence rates. The council's feedback was crucial in shaping the union's message and discussions with DfE officials and ministers in this area.

The council spent time examining the role that NAHT and schools should play in educating pupils about climate change, supporting pupil voice and how school capital projects should be linked to the green agenda. The council is planning to work with International Committee to explore how schools can engage with and support environmental action, as well as consider how school estates can promote sustainability.

The council was pleased to welcome Sinéad Mc Brearty, chief executive officer of Education Support, to a meeting to discuss leader well-being and the importance of taking time away from school to reflect and process. The council engaged in a discussion about leader/designated safeguarding lead (DSL) supervision and the benefits and potential concerns that mandatory supervision could cause. This is an important part of the union's ongoing work looking at the role of supervision for school leaders.

Primary Council highlighted the importance of dedicated leadership time, particularly the need for governing bodies to understand and support it. They recommended that this is covered in future iterations of 'what governing boards and school leaders should expect from each other', which the policy team has acted on.

Members received regular updates on inspection across all three nations, and shared concerns and thoughts on the current Ofsted framework and ways that the pandemic has impacted schools. These conversations were then reflected in the meeting that the AAG group had with a senior Ofsted official.

Primary Council examined the National Tutoring Programme and the different approaches taken by leaders in their schools. Members raised concerns that government guidelines for use of the tutoring funding were too narrow and demonstrated a lack of trust in leaders to make the best decisions for their schools, and shaped a recommendation around calling for greater freedoms in this area. This gave NAHT officials a mandate to push for more of the tutoring funds to go to the schooled part of the programme.

Primary Council was particularly concerned about the long-lasting impact the pandemic has had on the physical and mental health and well-being of the teaching profession. Members highlighted the need

for the upcoming covid-19 public enquiry to include a detailed review of all school-related pandemic policies, guidance, procedures, support (including financial support) and crucially, support for school leaders during the pandemic so that lessons can be learned. This will be taken forward to Annual Conference as a motion.

School Business Leaders' (SBL) Sector Council report 2021-22

The School Business Leaders' (SBL) Sector Council represents NAHT members working as SBLs (or equivalent roles), providing an expert steer on NAHT's work to influence government, policymakers and other interested parties on all areas of education regarding SBLs.

As with all NAHT councils and committees, the impact of the pandemic continues to be a core focus for the SBL Council and the insight provided has been used in discussions with government and the advice NAHT has provided to members. Council members continue to note the pressures members are facing, particularly in relation to staff absence and ongoing costs from the pandemic. The council remains concerned that the additional work from the pandemic, coupled with the revision to business as usual, is having a big impact on school leaders' well-being.

Throughout the year, the council has been instrumental in discussions with the Department for Education (DfE) on their proposals for a new school business professionals' SBP strategy. The council has stressed the need for the strategy and its communication to reflect the school business workforce as a profession. The council has fed back concerns on the limitations of the data that the department has available to help scope the strategy, including the lack of insight on multi-academy trust (MAT) central teams. The council has stressed the issues around pay and been clear that this must be a core piece of the strategy. The council noted that the approach and premise in the strategy on the value of business professionals in the sector must be reflected across the DfE's work and communications. The council has pressed the DfE on timelines for the strategy launch, stressing that support for the profession is needed now.

Issues around SBL pay and conditions continue to be a central part of the council's work. The council has driven the development of NAHT's School Business Leadership in Crisis? report, which has formed a core part of NAHT's response to the School Teachers' Review Body (STRB) 2022-23. The report was also used at an SBL members event to support discussions around pay, workload and well-being, and to engage members in a parliamentary campaigning event hosted in February 2022. The council has pressed NAHT on ensuring effective, ongoing communication to SBL members, especially in relation to the support staff pay negotiations for 2020-21. This has resulted in a quarterly newsletter for SBL members being established.

Alongside pay, the council received a presentation from NAHT's pension specialist on managing the local government pension scheme (LGPS) in schools. The council discussed changes to funding for non-teaching staff, ill-health retirement costs in local authority schools and academies, and explored the implications for members in terms of managing the scheme costs in schools.

The council has been core in supporting NAHT's Fund Our Children's Future campaign and has stressed the importance of the campaign moving forward given the ongoing pressures in schools. The council continues to demonstrate the issues around capital funding and has pressed NAHT to give this further prominence in our funding campaign work in 2022. Looking ahead, the council has supported the development of NAHT's member survey on the impact of increased energy costs in schools and will continue to engage with NAHT's campaign work with the government on this issue.

The council has explored the proposals in the DfE's sustainability and climate change strategy - focusing on the education estates and operations and supply chains aspects in particular - to help steer NAHT's position. The council agreed support for the direction of travel and proposed aims of the strategy, and agreed it was an important area for focus. However, members were clear that the current situation, in terms of funding and capacity, meant implementation seemed impossible in most cases. The council did agree that the issues of implementation for the strategy were wider than just the need for substantial, new investment (although this is a critical tenet). Any such strategy must also be underpinned by sufficient support for the workforce, backed by availability and access to experts, and coupled with advice and support for schools on how to engage in this area and gain expert support.

The council has continued to engage with NAHT's ongoing equality, diversity and inclusion work. The council discussed ways to improve NAHT's understanding of the demographic makeup of membership, with a particular focus on our SBL members, and is keen to pick this up later in 2022 when further insights have been obtained.

The council reviewed the success of the SBL Conference 2021 and used this insight to feed into the development of the SBL Conference 2022. Alongside this, the council has overseen the development of the CPD spring programme plans, to ensure there is greater relevance for SBL members. The council has pressed NAHT to continue the free member crowdcasts which have been particularly successful in engaging SBL members. These will now be run for SBL members once a term. The first one was hosted in January 2022 to mark the release of the School Business Leadership in Crisis? report.

Secondary Sector Council report 2021-22

One of the ongoing impacts of the covid pandemic across England, Wales and Northern Ireland has permeated throughout discussions at Secondary Council this academic year. Concerns have included the vaccination programme and the anti-vaccination emails received by many members; the regional differences in covid rates with great variability even between LAs which border each other; the use of absence codes which are obscuring the true rate of covid-related absence; and staffing concerns, including a lack of supply staff and invigilators.

The pandemic has also influenced the council's discussions on exams, assessments and performance data in 2022. Council members have been regularly consulted on the positions NAHT should take on behalf of our members, informing our discussions with government, Ofqual and JCQ, as well as responses to numerous consultations. Council remains concerned about the fairness of exams due to the huge variations in experiences of students, with school leaders and teachers doing all they can to provide support and reassurance, and identifying a need for government to strengthen their explanations about how exams would be fair. Members have been consistently critical of government plans for calculating and publishing performance data and have been clear that this decision must be reversed. In March, the council started to discuss exams in 2023 and how the disruption to teaching and learning, which has been experienced by the current year 10 and year 12 cohorts, can be recognised.

Secondary council has also discussed changes to the post-16 landscape and concerns about the blunt choice for students between a technical or academic route, the potential removal of funding for BTECs and the future suitability of the post-16 landscape for students with SEND. Members were provided with an analysis by NAHT of the current data on T level roll out and raised concerns about accessibility and the need to retain appropriate VTQs which can be offered in school sixth forms to meet the needs of students. Council members have raised significant concerns about the government's approach to post-16 qualifications, particularly for schools with sixth form provision which may become less financially viable as their offer becomes academic, rather than the blend of academic and technical/vocational learning which many now offer through A levels and BTECs.

In addition to these key areas, NAHT's equality, inclusion and diversity work has been a feature of discussion at meetings with the Gender Pay Gap report 2021 exploring the gender pay gap in education. This has prompted discussions on the impact of performance-related pay on pay progression, the difficulties with the data categorisation and other possible contributory factors. Secondary Council has been updated on inspection activity since September 2021, including the very different situations in Wales and Northern Ireland, the additional funding from government to 'catch up' the backlog of inspections and the subsequent impact on timing of inspections for members. Members have also considered the current behaviour policy context in England, the existing guidance and government policy, as well as debating the current school attendance context. Members raised specific concerns about the additional responsibilities placed on schools regarding attendance and highlighted that funding for local authorities is crucial for effective multi-agency working in this area and that schools can only be held to account for things within their direct control.

Over the course of the year, Secondary Council has also welcomed visitors to its meetings. It has heard from NAHT president, Tim Bowen, about his chosen presidential charity, Education Support, and the importance of school leader well-being. A representative from the Standards and Testing

Agency attended to gain feedback on the use and usefulness of transition data from primary statutory assessments. Secondary Council discussed what schools want and need in terms of assessment data and information on pupils, sharing good practice examples and highlighting what is currently helpful in supporting pupils' transition as well as what additional information would improve practice. Additionally, AQA visited the council to discuss the online assessment pilots they are working on. Council discussed with them the purposes and functionality of online assessment, the benefits and challenges of rolling online assessments out to whole cohorts, and the need for a robust infrastructure to support it.

SEND Council report 2021-22

SEND funding

An update on SEND funding was provided to council. There were unsurprising findings related to insufficiency of SEND funding, high-needs budgets and schools filling in gaps of provision from their own budgets (costs that should sit within other services, such as health and social care). There is now a clear link between an underfunded SEND system and how this affects the education resource entitlement available for every pupil in every school.

Fundamental issues remain with the overall SEND funding quantum, but other specific distribution issues are disproportionately hitting the SEND and alternative provision (AP) sectors. For example, only a small proportion of the schools supplementary grant 4% uplift was being passed onto special schools by local authorities (LAs), despite the national funding formula ensuring more was passed onto mainstream settings. Council discussed the challenges that can be made at school forum/LA level and the feasibility of exploring an equalities impact route to challenge such decisions that impact more heavily on SEND settings. Another suggestion to overcome the effect of variable top-slicing by LAs was to challenge DfE to increase the £10,000 per SEND pupil allocation in core funding. In addition, council noted that the ineffective AP funding model is risking large-scale staffing loss this year, a particular issue with smaller settings, despite demand for places expected to rise significantly over the coming months and years.

Wales and Northern Ireland

Council received regular updates from colleagues in Wales and Northern Ireland. covid-related issues familiar to school leaders in all nations were discussed, including track and trace difficulties (especially complex for special schools), staff absence compounded by inadequate supply cover and increasing threat of class closures. Workload on school leaders had also increased as a result. There was due to be a comprehensive review of the Education Authority in Northern Ireland, which was welcome, but the review panel – although yet to be confirmed – appeared to lack SEN experience.

The inspectorate in both Northern Ireland and Wales had been pulled back from schools far more than in England in recent months. School leaders in Northern Ireland had also faced challenging recruitment of suitably qualified staff over recent years. Following a recall of the government earlier in the year, the Northern Ireland minister made an announcement of support for every school with funded access to air filters. Concerns also continued as a result of the fragility of the Stormont government. Huge pressures remain on school leaders and NAHT NI is working hard to avoid other unions once again drifting back into action short of strike action. As in all nations, under-resourced specialist provision is an ongoing issue.

The continued rollout of the Additional Learning Needs (ALN) Bill changes in Wales were discussed, with particular concerns about limited funding and increased legal duty being placed on schools, and especially additional learning needs coordinators (ALNCoS). Council suggested a separate meeting to fully discuss the implementation progress and to develop plans for further support from NAHT for members and prospective members (ALNCoS) in Wales.

SEND review – green paper

Regular updates on the SEND review were provided. The SEND review team underwent significant personnel changes, but despite this and mass ministerial changes, government affirmed their commitment to completing the review. DfE acknowledged the need to knit the review into current and planned work for other government sectors, including the funding work currently underway. This was viewed as progress as NAHT had previously been providing challenge to the team to pick up areas in

social care review, health provision and funding.

It was suggested to the council to view the expected end of March published green paper in alignment with the forthcoming schools white paper (the review of children's social care now appears to have been delayed until May 2022).

Three areas were emerging from the SEND review DfE discussions – a culture where every child can access the right resource in the right place at the right time; a single 0-25 SEND system across education, health and care, underpinned by a strong regulatory framework; and an improved system capacity and capability across workforce, places and services.

Each area clearly appeared laudable, but council expressed great concern about the overall impact of the review given the lack of additional funding appearing to be on offer.

Alternative provision

Earlier in the year, council was concerned to hear of the huge reductions in planned AP places from local authorities, eg Cornwall from 300 to 250 in behaviour support places and from 120 to 75 in medical support places (despite 40 children and young people on the waiting list).

Elective home education pupil numbers now represent the biggest single 'school' in Cornwall. There appear to be even bigger cuts to AP occurring across other parts of England. Council noted the opportunities for a specific role for NAHT to support AP school leaders and smaller pupil referral unit (PRU) heads – to reach out and offer support that is missing from elsewhere. DfE appears keen on a regional commissioning model for AP, which could be developed through the SEND review – an approach described as A&E for mainstream, with the ultimate aim of assisting most pupils back into mainstream placement.

SEND updates

Rona Tutt provided invaluable regular updates on a range of SEND relevant issues, including an update on the National Disability Strategy and the National Strategy for Autistic Children, Young People and Adults. It was noted that the children's commissioner in England, Rachel D'Souza, has provided 'The Big Answer' to the 'Big Questions' posed to children and young people earlier in the year. One of a number of policy recommendations under the section on health and well-being, called for: 'A more rapid expansion of mental health support teams, achieved by better utilisation of the voluntary and charitable sectors'.

Council was also updated about the work of the National Forum for Neuroscience and Special Education (NFNSE), which has included a recent focus on school staff with autism referencing the Amazing Autistic Teachers free booklet. Council also discussed a private members bill – the Down Syndrome Bill.

Independent review of children's social care

SEND council discussed the independent review of children's social care in England. NAHT will continue to offer support and challenge to the review as recommendations emerge, but concerns were discussed about the current state of social care and the potential implications for NAHT policy positions. These included system leadership and management structures in social care, retention of key staff, cross-sector information sharing and the disconnect between school staff availability/working week and direct involvement in key meetings called by the social care system.

Special school medical provision

Council received a comprehensive presentation by Emma Smith (an independent consultant for 12 years who had previously worked in primary care) of ESC Management Services Ltd, concerning the legal responsibilities and liabilities in relation to special school medical provision. The presentation clearly outlined the differences between delegation of medical provision by health leads to school staff (with appropriate training) and where the legal duty remains with health sector medically trained staff.

This viewpoint had been shared previously with the Royal College of Nursing, nasen, CDC, DfE and NHS England – no organisation had said this concept, concerning where legal duty sits, is incorrect. NAHT sought to work with our advice and legal teams to explore how best to use the information

to communicate to members for improved legal protection and to ensure pupils are not put at unreasonable risk.

As a follow up, council welcomed the opportunity to continue the discussion regarding delegated medical services with NAHT's director of representation and advice, and NAHT's specialist advisor. Following Emma Smith's presentation, members sought to clarify key issues from a legal and advice perspective to enable NAHT to ensure that the support and guidance provided to members in this complex area is practical, legally compliant and protects pupils, staff and school leadership.

NAHT equalities

Council was provided with an update on NAHT's developing equalities work. Council welcomed the significant progress that has been made in recent months within NAHT's work and reflected on the challenge of representing key groups in such a diverse community as SEND.

Mental health

Committee received a comprehensive update on mental health (MH) policy. Areas covered included senior MH lead role, senior lead training which has seen around £7,000 funding so far, and MH support teams.

NAHT, while welcoming the work, has continued to express ongoing concern about the pace of implementation and has insisted that the impact of each of the above programmes needs to be evaluated. Council also noted that NAHT works with a range of key MH stakeholders, including Place2Be, Anna Freud and the Association for Child and Adolescent Mental Health (ACAMH).

Assessment and Accountability Group (AAG) report 2021-22

A significant theme of discussions in AAG over the past year has been government plans for the full suite of statutory assessments to take place this academic year and the conference resolution from 2021 calling for SATs in 2022 to be cancelled. Members have pressed that it is imperative for NAHT to continue highlighting that schools' priorities should be providing what children need – for their learning, development and well-being – and have raised questions about fairness, particularly as a result of significant local variations in the impact of the pandemic this academic year. Members have been regularly updated on NAHT's meetings with DfE and the Standards & Testing Agency (STA) where NAHT is consistently pushing the position that SATs should be cancelled in 2022. As part of this work, NAHT conducted a member survey to capture views about KS1 and KS2 statutory assessments, and the data arising from the results, five months on from Annual Conference. AAG was presented with the survey findings which will enable NAHT to further represent those views to government to exert as much influence as possible. Members are clear that any data from 2022 will be unreliable and, although this won't be available on performance tables, it will still be used for accountability purposes and AAG has highlighted the importance of the caveats and context around any data.

Alongside this, AAG has been updated on the latest developments in the preparation for qualifications, exams and assessments in 2022, including decisions around contingency plans, advance information and grading. Members have raised concerns about the potential impact of adaptations on different groups of students. The group has also discussed the plans for calculating and publishing performance data for KS4 and 16-18 in 2022, when clearly this school-level data will not be reliable or comparable and should not be published. The differential impact of the pandemic has led to more concerns and questions about the fairness of exams this year, as well as the publication of the data.

Ofsted has featured on the agenda at all meetings and AAG has been updated on the resumption of Ofsted inspections and the variability of members' experiences, which seemed to be more pronounced than pre-pandemic, as well as the policy on deferrals of inspection. Members have recognised a significant shift in parental attitude with evidence suggesting that parental confidence and interest in Ofsted is dropping. The group has discussed the fact that inspectors do not have the freedoms to make a determination about schools' local or individual challenges and that there should be flexibilities within the framework that are bought in as emergency measures to respond to the legitimate demands that

school leaders are facing within their context. Ofsted was invited to attend the most recent meeting of AAG as a result of concerns about the undue pressure placed on subject leaders during inspections. This discussion focussed on Ofsted's approach to 'deep dives' and subject scrutiny in primary schools which members believe is a more appropriate methodology in secondary where heads of department are responsible and paid for leading, and being accountable for, their subject area. Members shared their experiences of 'deep dives' in subjects and highlighted the importance of all aspects of the framework reflecting the realities on the ground and the variety of ways in which primary schools in different contexts operate.

Alongside these issues, AAG has followed the progress of work on the two other conference resolutions relating to assessment. In relation to the resolution regarding lead assessors and working with the Chartered Institute of Educational Assessors (CIEA), the policy team is pressing government for additional investment in training, and membership services is working with CIEA to develop this partnership and raise awareness among members of the lead assessor training. The group has also heard about work on the review of NAHT's positions on primary assessment, considering the resources which have been created by the policy team to support discussions in meetings of branches and regions to enable a medium-term view on our positions to influence the government. AAG highlighted the importance of engagement to ensure that any decisions made as a result represent the views of the wider NAHT membership. Members also debated potential changes to the system and the development of a long-term vision which will be explored further in the next meeting.

International Committee report 2021-22

International Committee agreed a new strategic plan for its onward work in October 2021, supported by National Executive.

The plan centres around what the committee wants to achieve for the union; the potential gains for National Executive and members from the work of the committee; maintaining, strengthening and building links with other organisations, groups and bodies to support our work; and how we use the work of the committee to inform and support our domestic issues and policy positions.

The committee's priorities for 2022 were agreed as:

- reviewing international research, particularly with regard to:
 - investigating options on accountability from other countries,
 - diversity, equality and inclusion issues,
 - use and amount of funding to cover learning lost because of the covid-19 pandemic,
 - ITT and early teacher development, and
- reinforcing our existing links with organisations such as the British Council, European School Heads Association and Remembering Srebrenica.

The spread of covid-19 has highlighted how closely and interconnected all parts of the world are and the UK is currently finding its 'new place' in the world following Brexit. As the largest union for school leaders in Europe, we need to support our members and the pupils in our schools to continue to be outward looking in our approach as we know the value of collaboration, joint working and building partnerships. The International Committee is that outward-looking arm of our committee and sector council structure: seeking out, reviewing and sharing information, research and practice from other organisations and countries to keep members informed.



NAHT

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