

# Children, Young People and Education Committee

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Meeting Venue:

**Committee Room 1 – Senedd**

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Meeting date:

**Thursday, 26 March 2015**

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Meeting time:

**09.15**

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Cynulliad  
Cenedlaethol  
Cymru

National  
Assembly for  
Wales



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## Agenda

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**09.15 – 09.30 – Private Pre-meeting**

**1 Introductions, apologies and substitutions (09.30)**

**2 Inquiry into Supply Teaching – Evidence Session 4 (09.30 – 10.30)**

(Pages 1 – 15)

University Wales Trinity Saint David

CYPE(4)-10-15 – Paper 1

Professor Ken Jones, Senior Consultant for Continuing Professional Learning

Peter Thomas, Co-ordinator of the Supply Teacher Support and Development

Programme

**3 Inquiry into Supply Teaching – Evidence Session 5 (10.30 – 11.30)**

(Pages 16 – 37)

NASUWT

CYPE(4)-10-15 – Paper 2

Rex Phillips, Wales Organiser

#### **4 Papers to note (11.30)**

**Letter from the Minister for Education and Skills – Appointment of new Chair of Qualifications Wales' Shadow Board (Page 38)**

CYPE(4)-10-15 – Paper to note 3

**Letter from the Chair of the Health and Social Care Committee – Report into new psychoactive substances (Page 39)**

CYPE(4)-10-15 – Paper to note 4

**5 Motion under Standing Order 17.42 to resolve to exclude the public from the meeting for the remainder of the meeting:**

**6 Consideration of the Forward work programme (11.30 – 12.00) (Pages 40 – 49)**

CYPE(4)-10-15 – Private paper 5

Document is Restricted

**National Assembly for Wales**  
**Children, Young People and Education Committee**  
**CYPE(4)-10-15 – Paper 1**  
**Inquiry into Supply Teaching**  
**Evidence from : University of Wales Trinity Saint David**

<b>Question 1</b> - What are your views on whether there is a prevalence in the use of supply teachers on a planned and unplanned basis?	
Practice varies. We have identified categories such as the 'Career Supply Teacher' as well as teachers who work as occasional cover and those seeking permanent employment. Their needs and qualities are different but they are part of the whole teaching workforce in Wales, not a small detached section of individuals.	
What is meant here by prevalence? There is a reduction in the use for planned absence such as CPLD, and schools use internal cover for the initial days of absence. This should indicate that most supply teacher appointments are planned.	
However, our discussions with supply teachers indicate that this is not always the case.	
Changes to teacher employment arrangements resulting from reduced school budgets impact on the use of supply teachers (often required to cover classes outside their trained areas of expertise) and nature of work they are required to undertake.	
If you believe that this results in problems (for example, for schools, pupils or teachers), how do you think they could be resolved?	
Unplanned use of supply cover will inevitably be problematic for all parties. Our work with supply teachers has provided a number of options which we would be happy to share as oral evidence.	
A key issue is that information on the quality and use of supply teachers is anecdotal, with some evidence available from Estyn. UWTSD is engaging in research into the use of supply teachers in Wales but no funding exists to continue this at present. Specific and detailed research evidence is needed to ensure that national, regional and school policies are effectively informed.	
How significant is this issue? (Please select one option)	
1 – <i>This is a key, urgent problem.</i>	▪ X
2 – <i>This is a problem that needs to be addressed.</i>	
3 – <i>This is a minor problem</i>	
4 – <i>Not a problem.</i>	
<b>Question 2</b> - What are your views on the circumstances in which supply teachers are used for example, the types of classes they cover; the types of learning activities which take place under the supervision of supply teachers; whether they are qualified to teach relevant subjects?	
The use is variable. Demand for supply teachers often occurs when schools are under pressure. Our information points to there being no consistent approach to the use of supply teachers and that there is evidence of supply teachers being deployed outside their areas of expertise.	

If you believe there are problems in this area, how do you think they could be resolved?	
<p>At the heart of this issue is the need to ensure continuity of effective learning and teaching rather than become too pre-occupied with the use of supply teachers. Supply teachers are part of the solution that schools can use to maintain high quality teaching and learning when established teachers are out of school. There are other alternatives.</p> <p>High quality teaching requires teachers to be away from their classes occasionally to engage in CPLD. Schools should be confident that pupil learning is not compromised. Having access to well-trained supply teacher cover is an essential part of this.</p> <p>In some countries the term 'substitute teacher' is used. The implication here is that they are team members who are used strategically.</p> <p>Our work with supply teachers has provided a number of options which we would be happy to share as oral evidence.</p>	
How significant is this issue? (Please select one option)	
1 – <i>This is a key, urgent problem.</i>	▪ X
2 – <i>This is a problem that needs to be addressed.</i>	
3 – <i>This is a minor problem</i>	
4 – <i>Not a problem.</i>	
<b>Question 3</b> - What are your views on the impact of the use of supply teachers on the outcomes for pupils (including any impact on pupil behaviour)?	
<p>Again, practice varies. It depends on many factors including the quality of the supply teacher but also the arrangements made for cover by the school itself. There is a need for more research between the links between disadvantage, behaviour, the use of supply teachers and pupil outcomes.</p>	
If you believe there are problems in this area, how do you think they could be resolved?	
<p>The focus should be on the provision made by the school to cover for teacher absence and to support supply teachers in the classroom. There is a need for leadership teams to identify clear responsibilities for deploying and supporting supply teachers and for there to be visible policies which set out requirements for normal teaching staff and pupils as well as replacement teachers.</p>	
How significant is this issue? (Please select one option)	
1 – <i>This is a key, urgent problem.</i>	▪ X
2 – <i>This is a problem that needs to be addressed.</i>	
3 – <i>This is a minor problem</i>	
4 – <i>Not a problem.</i>	

**Question 4** - What are your views on the Continuous Professional Development of supply teachers and the potential impact of the National Professional Learning Model?

This has been an issue for many years and we have met on a number of occasions with WG/Welsh Assembly representatives to propose solutions. Supply teachers are disadvantaged in accessing relevant CPLD including the WG's own MEP.

There is a negative cycle where length of service as a supply teacher may be a disadvantage to many in obtaining permanent employment. This makes access to CPLD difficult and further disadvantages them.

If you believe there are problems in this area, how do you think they could be resolved?

We have proposed the introduction of a Certificate to Practice for supply teachers with a requirement that continuing PLD should be mandatory for teachers not on full time permanent contracts. It is essential that there is **continuing** access so that appropriate updating is available for national, local and school priorities.

Trainee teachers on ITET programmes in Wales should be prepared for the possibility of non-permanent contracts and the opening up of ITET programmes to professionals on supply contracts where capacity allows may be a possibility.

We would be happy to share proposals for this as oral evidence.

How significant is this issue? (Please select one option)

1 – <i>This is a key, urgent problem.</i>	▪ X
2 – <i>This is a problem that needs to be addressed.</i>	
3 – <i>This is a minor problem</i>	
4 – <i>Not a problem.</i>	

**Question 5** - What are your views on performance management arrangements for supply teachers?

The system is currently not workable for supply teachers and acts against the interests of pupil learning.

If you think there are problems in this area, how do you think they could be resolved?

We have met with supply teacher agencies and have proposed a model which might work but partnership is required to ensure a coherent approach between schools, agencies, supply teachers and Welsh Government. We are happy to share our thoughts on this in more detail.

How significant is this issue? (Please select one option)

1 – <i>This is a key, urgent problem.</i>	▪ X
2 – <i>This is a problem that needs to be addressed.</i>	
3 – <i>This is a minor problem</i>	
4 – <i>Not a problem.</i>	

<b>Question 6 - Do you consider that local authorities and regional consortia have sufficient oversight of the use of supply teachers?</b>	
No. There has been a lack of understanding of the role and there has been no obligation and very little policy to ensure that LAs / Consortia play a part in this. LAs (partly due to capacity reasons) have encouraged the use of agencies by their schools and some have divorced themselves from taking responsibility for provision and quality.	
If you believe there are problems in this area, how do you think they could be resolved?	
The supply teacher role needs to be explicitly addressed in policy statements from LAs/Consortia. LAs / Consortia should be required to evidence that their schools have effective arrangements to cover for teacher absence without adversely affecting pupil learning.	
How significant is this issue? (Please select one option)	
1 – <i>This is a key, urgent problem.</i>	<input checked="" type="checkbox"/> X
2 – <i>This is a problem that needs to be addressed.</i>	<input type="checkbox"/>
3 – <i>This is a minor problem</i>	<input type="checkbox"/>
4 – <i>Not a problem.</i>	<input type="checkbox"/>
<b>Question 7 - Are you aware of any local and regional variation in the use of supply teachers and if so, are there any reasons for this?</b>	
Yes. There is significant variation at all levels across Wales. Practice varies from very good to very poor. Needs vary between local authorities and will sometimes depend on the geography of the region and the availability of suitable provision.	
If you believe there are problems in this area, how do you think they could be resolved?	
Action is required from all stakeholders. Clearly articulated Estyn criteria for ensuring the continuity of learning and teaching for both teachers and pupils is required.	
How significant is this issue? (Please select one option)	
1 – <i>This is a key, urgent problem.</i>	<input checked="" type="checkbox"/> X
2 – <i>This is a problem that needs to be addressed.</i>	<input type="checkbox"/>
3 – <i>This is a minor problem</i>	<input type="checkbox"/>
4 – <i>Not a problem.</i>	<input type="checkbox"/>
<b>Question 8 - Do you have any views on supply agencies and their quality assurance arrangements?</b>	
The requirements are insufficiently robust. There needs to be a consistent approach across all agencies and provision needs to be monitored (preferably by WG). The 'free market' allows	

agencies to exist as businesses with little or no obligation to provide CPLD support for the supply teachers on their books and with little or no quality control requirements. This has been the case for too many years and regulatory action is overdue.

If you believe there are problems in this area, how do you think they could be resolved?

There are models of good practice and UWTSD works in partnership with one agency to provide training and further support for supply teachers. This partnership could be extended or replicated across Wales.

How significant is this issue? (Please select one option)

1 – <i>This is a key, urgent problem.</i>	<input checked="" type="checkbox"/> X
2 – <i>This is a problem that needs to be addressed.</i>	<input type="checkbox"/>
3 – <i>This is a minor problem</i>	<input type="checkbox"/>
4 – <i>Not a problem.</i>	<input type="checkbox"/>

**Question 9** - Are you aware of any specific issues relating to Welsh medium education? If so, what are they?

There are fewer Welsh medium supply teachers with the result that English medium supply teachers have had to be used. In rural areas it is even harder to find an appropriate Welsh speaking replacement. Welsh medium graduates from UWTSD tend to obtain permanent appointments and there are therefore fewer Welsh-medium supply teachers in this 'pool'. It is even more difficult for supply teachers to access high quality Welsh-medium CPLD than for English medium supply teachers. This potentially disadvantages pupils in WM schools.

If you believe there are problems in this area, how do you think they could be resolved?

WM schools should produce fully bilingual resources to provide for teacher absence. These should be continually updated. The use of central resource provision and exemplar material is good but resources need further dissemination. This would require support and coordination at national level. We are exploring the use of social media networking for both Welsh-medium and English medium supply teachers.

How significant is this issue? (Please select one option)

1 – <i>This is a key, urgent problem.</i>	<input checked="" type="checkbox"/> X
2 – <i>This is a problem that needs to be addressed.</i>	<input type="checkbox"/>
3 – <i>This is a minor problem</i>	<input type="checkbox"/>
4 – <i>Not a problem.</i>	<input type="checkbox"/>



**Question 10** - If you had to make one recommendation to the Welsh Government from all the points you have made, what would that recommendation be?

There should be a mandatory requirement for supply teachers to engage in CPLD and for schools/LAs/WG to provide access to this. Re-certification after a number of years as a supply teacher, based on a portfolio system, should be considered.

**Question 11** - Do you have any other comments or issues you wish to raise that have not been covered by the specific questions?

We would welcome an opportunity to share with you the findings of our research and partnership work in supporting the Professional Learning and Development of Supply Teachers over a number of years.

# Agenda Item 3

## National Assembly for Wales Children, Young People and Education Committee

### Inquiry into Supply Teaching Evidence from : NASUWT Cymru

1. The NASUWT welcomes the opportunity to submit written evidence to the Children, Young People and Education Committee (CYPEC) Inquiry into Supply Teaching.
2. The NASUWT is the largest teachers' union in Wales and the UK representing teachers and school leaders.

### GENERAL COMMENTS

3. The NASUWT notes that the inquiry appears to be seeking to find evidence to undermine the valuable contribution that supply teachers make to the education system in Wales.
4. The NASUWT is clear that the appropriate use of supply teachers, and the complexity of the roles that they are asked to fill, provides pupils with much needed continuity of education to cover teacher absence in a variety of circumstances. The extent to which supply teaching is used in schools reflects the nature of schools, the duties, roles and responsibilities of teachers, and the health, safety and welfare of the school workforce in general.
5. The NASUWT maintains that this inquiry presents a missed opportunity to address some of the fundamental issues relating to supply teaching and supply teachers.
6. These include:
  - low pay;
  - lack of access to the Teachers' Pension Scheme;

- denial of basic employment rights;
  - limited training and development opportunities;
  - exploitative employment practices;
  - lack of regulation of umbrella companies and supply agencies.
7. The NASUWT has been campaigning for some time about the abuse and exploitation of supply teachers in schools and maintains that the Welsh Government should seize the initiative to ensure that the supply agencies that provide supply teachers to schools in Wales are appropriately and effectively regulated and do not use umbrella/offshore organisations for tax avoidance purposes.
8. The NASUWT calls on the CYPEC to support the following principles and practices relating to supply teaching in Wales:
- all supply teachers, including those who work for supply agencies, should be engaged/employed under the provisions of the School Teachers' Pay and Conditions Document (STPCD);
  - all supply teachers, including those who work for supply agencies, should be able to have their service counted as pensionable under the Teachers' Pension Scheme;
  - all supply teachers, including those who work for supply agencies, should be provided with access to high-quality continuing professional development (CDP);
  - all supply agencies, as recipients of public money from schools, should be regulated and kite-marked;
  - all supply agencies should be required to have fair and transparent employment policies, practices and procedures.

### **SPECIFIC COMMENTS**

9. The NASUWT offers the following comments and observations, as considered appropriate, in response to questions posed on the questionnaire. The Union has made reference to and included

information from a survey of the experiences of supply teachers across Wales and England in March and April 2014 (the NASUWT Supply Teacher Survey 2014). A copy of the survey is attached at Annex A to this response.

### Consultation questions

**Question 1** – What are your views on whether there is a prevalence in the use of supply teachers on a planned and unplanned basis?

The NASUWT maintains that schools use supply teachers in both circumstances.

If you believe that this results in problems (for example, for schools, pupils or teachers), how do you think they could be resolved?

The NASUWT sees no reason why this should present a problem for schools. However, the Union is gravely concerned about the experiences of supply teachers in gaining employment.

In the NASUWT Supply Teacher Survey 2014, supply teachers were asked about when they are able to obtain work and whether they face difficulty in doing so.

Two fifths of supply teachers (40%) described the nature of their work as being whatever they can get, as opposed to just over a third (35%) who stated that they are employed by one school on a regular basis.

More than half of supply teachers (54%) reported that they have experienced some problems getting work. Almost three fifths (59%) of supply teachers working for agencies reported problems getting work.

When asked how many days they work a week, almost one fifth of supply teachers (19%) said they work one day a week, over a fifth (23%) two days a week, and over a quarter (27%) three days a week. Only 13% of supply teachers work four days a week and 18% work five days a week.

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**The largest teachers' union in Wales and the UK**  
**Yr undeb athrawon fwyaf yng Nghymru a'r DU**

However, almost a third of supply teachers (31%) stated that they wished to work five days a week, compared to only 10% who wished to work one day a week.

Two fifths of supply teachers (41%) reported that there has been a decline in the work available since September 2010.

Supply teachers were asked about whether their work is primarily on a daily or longer-term basis. Almost three fifths (59%) stated that they primarily work on a daily basis.

For those supply teachers working on a longer-term basis, a fifth (22%) stated that they worked on a weekly basis, a tenth on a monthly basis, just over half (51%) on a termly basis and just under a fifth (17%) on a year-long basis.

How significant is this issue? (Please select one option)

<i>1 - This is a key, urgent problem.</i>	✓
<i>2 - This is a problem that needs to be addressed.</i>	
<i>3 - This is a minor problem.</i>	
<i>4 - Not a problem.</i>	

**Question 2** – What are your views on the circumstances in which supply teachers are used for example, the types of classes they cover; the types of learning activities which take place under the supervision of supply teachers; whether they are qualified to teach relevant subjects?

The NASUWT maintains that this will depend on the circumstances and settings in which the supply teachers are engaged/employed.

If you believe there are problems in this area, how do you think they could be resolved?

The NASUWT believes that there should not be problems in this area, if

supply teachers are deployed appropriately according to their skills and specialism.

However, the Union recognises that problems can result where supply teachers are engaged to cover for an absent teacher but are subsequently deployed to a different class or group of pupils.

In the NASUWT Supply Teacher Survey 2014, supply teachers were asked about their daily placements and deployments.

For supply teachers on daily placements, over four fifths (84%) said that they are expected to mark and assess work, three quarters reported that they undertake break duties, and over two fifths (44%) said that they plan and prepare lessons. Five per cent of supply teachers said that they are expected to write reports.

When working on longer-term placements, almost all supply teachers (97%) reported that they are expected to mark and assess work, more than nine out of ten (92%) said that they plan and prepare lessons, two thirds (67%) stated that they attend break duties, and over three fifths (62%) said that they write reports. A majority of supply teachers on longer-term placements reported that they are expected to attend out-of-school meetings (61%), attend parents' meetings (54%), be observed teaching (53%) and participate in educational visits (51%). Over one fifth of supply teachers (21%) on longer-term placements are expected to undertake lunchtime supervision.

How significant is this issue? (Please select one option)

<i>1 - This is a key, urgent problem.</i>	✓
<i>2 - This is a problem that needs to be addressed.</i>	
<i>3 - This is a minor problem.</i>	
<i>4 - Not a problem.</i>	

**Question 3** – What are your views on the impact of the use of supply teachers on the outcomes for pupils (including any impact on pupil behaviour)?

The NASUWT maintains that the appropriate use of supply teachers should have a positive impact on pupil outcomes.

In terms of the impact on pupil behaviour, the NASUWT maintains that this will depend on the level of support provided to supply teachers by the school management and the ethos and culture of the school, in terms of discipline and behaviour management.

If you believe there are problems in this area, how do you think they could be resolved?

Where problems arise, the supply teacher should be able to feel confident in seeking support and advice from the school's management team without fear of losing their job or being denied access to further work.

In the NASUWT Supply Teacher Survey 2014, supply teachers were asked if they were able to access behaviour support mechanisms and processes available to, and common within, schools.

Over a fifth of supply teachers (22%) said that they are not able to access pupil behaviour support mechanisms in the schools in which they teach.

Over a quarter of supply teachers (26%) stated that they believe their requests for support to manage pupil behaviour are not taken seriously.

Over two fifths of supply teachers (44%) reported that they believed they are used to cover the lessons of more difficult pupils.

How significant is this issue? (Please select one option)

*1 - This is a key, urgent problem.*

✓

*2 - This is a problem that needs to be addressed.*

3 - *This is a minor problem.*

4 - *Not a problem.*

**Question 4 – What are your views on the Continuous Professional Development of supply teachers and the potential impact of the National Professional Learning Model?**

The NASUWT is aware that this is a major problem for supply teachers but maintains that this is a result of the failure to provide high quality professional development opportunities to the school workforce as a whole.

In the NASUWT Supply Teacher Survey 2014, supply teachers were asked about access to training and support on their work placements.

Almost two thirds of supply teachers (64%) reported that they have not had any access to CPD opportunities.

Of those supply teachers who did receive CPD, half (50%) said that they obtained it through their work and over a third (35%) from supply agencies. Six per cent reported that they had to pay for it themselves.

Over four fifths of newly qualified supply teachers (82%) stated that they have not received the appropriate level of induction support to which they are entitled and of those qualifying in the last two years, over two thirds (70%) said they did not receive the appropriate levels of support.

Almost two thirds of supply teachers (64%) reported that they are not provided with a regular contact/mentor by the employer for which they work and a similar number (63%) said that they do not have a line manager identified for them from within the schools in which they teach (58%).

If you believe there are problems in this area, how do you think they could be resolved?

The NASUWT maintains that resolution is obvious. Supply teachers, and



teachers generally for that matter, should have a contractual entitlement to paid professional development opportunities, including those that work through agencies.

How significant is this issue? (Please select one option)

<i>1 - This is a key, urgent problem.</i>	✓
<i>2 - This is a problem that needs to be addressed.</i>	
<i>3 - This is a minor problem.</i>	
<i>4 - Not a problem.</i>	

**Question 5 – What are your views on performance management arrangements for supply teachers?**

The performance management arrangements for supply teachers are enshrined in The School Teacher Appraisal (Wales) Regulations 2011 (the 2011 Regulations).

The 2011 Regulations do not apply to teachers on short term contracts, defined as a contract of employment for a fixed term of less than one school term.

If you think there are problems in this area, how do you think they could be resolved?

The NASUWT maintains that there should not be problems in this area, if schools adhere to the 2011 Regulations.

However, the Union recognises that where supply teachers on short term contracts request involvement in the performance management process due consideration should be given to such request but, equally, due regard must be taken of the workload implications for appraisers and their right not to involve themselves in a non-statutory process.

How significant is this issue? (Please select one option)

<i>1 - This is a key, urgent problem.</i>	
<i>2 - This is a problem that needs to be addressed.</i>	
<i>3 - This is a minor problem.</i>	✓
<i>4 - Not a problem.</i>	
<b>Question 6 – Do you consider that local authorities and regional consortia have sufficient oversight of the use of supply teachers?</b>	
<p>As the consortia have no employer function in relation to school-based staff, including the engagement and deployment of supply teachers, the NASUWT questions the need for a consortium to have an oversight over the use of supply teachers.</p> <p>In contrast, the Union maintains that a local authority, as the overarching employer of the school-based workforce in maintained schools, should have such an oversight.</p> <p>The Staffing of Maintained Schools (Wales) Regulations 2006 (the 2006 Regulations), states at regulation 4-(1):</p> <p style="padding-left: 40px;"><i>‘At any school there must be employed, or engaged otherwise than under contracts of employment, a staff suitable and sufficient in numbers...’</i></p> <p>The NASUWT maintains that the reference to staff being <i>‘engaged otherwise than under a contract of employment’</i> must embrace agency supply teachers and other agency workers.</p> <p>It is for this reason that the NASUWT believes that local authorities should ensure that the provision of the 2006 Regulations, especially in relation to the conduct, discipline and capability of staff, are applied to supply teachers.</p>	
If you believe there are problems in this area, how do you think they could be resolved?	

The NASUWT believes that the most effective way of local authorities having an oversight over the use of supply teachers is to return to a system of central supply teams, where those engaged/employed benefit from the provisions of the STPCD, are to able to have their service counted as pensionable under the Teachers' Pension Scheme, and have access to high-quality to high-quality CPD.

How significant is this issue? (Please select one option)

*1 - This is a key, urgent problem.*

*2 - This is a problem that needs to be addressed.*

✓

*3 - This is a minor problem.*

*4 - Not a problem.*

**Question 7 – Are you aware of any local and regional variation in the use of supply teachers and if so, are there any reasons for this?**

The NASUWT is constantly reminded of the local and regional variations in the conditions and circumstances under which supply teachers are engaged.

One or two local authorities appear to keep a central register of supply teachers who continue to be engaged under the provision of the STPCD, whereas others have entered into arrangement with a single supply agency, and expect their school to use the agency. Supply teachers engaged through these agencies do not benefit from the provision of the STPCD.

Schools sometimes have their own arrangements with supply teachers provision, whereas others use a variety of agencies.

In the NASUWT Supply Teacher Survey 2014, supply teachers were asked a range of questions about their level of pay.

Over half of supply teachers (56%) stated that they are currently not paid on the national pay rates at a level that is commensurate with their experience. Almost four fifths of supply teachers (78%) working for agencies reported

that they are not paid at the appropriate levels.

In terms of rates of pay, over three fifths of supply teachers (61%) stated that they are paid between £100 and £149 per day, just under one fifth (19%) said they are paid between £150 and £199 per day and only 1% reported that they are paid more than £200 per day. Almost a fifth of supply teachers (18%) said that they are paid between £51-£99 per day and 1% said that they are paid less than £50 per day.

Over three fifths of supply teachers (61%) reported that they have been offered roles that do not utilise their skills and knowledge as a teacher and where they have been offered these roles, over two thirds (68%) said that they were offered them at a lower rate of pay.

Over a fifth of supply teachers (22%) stated that they have had to claim Job Seeker's Allowance since becoming a supply teacher and over one in ten (11%) reported that they have had to claim other state benefits.

If you believe there are problems in this area, how do you think they could be resolved?

The NASUWT maintains that, in the longer term, the most effective way to resolve the problems of exploitation in this area is to introduce legislation to regulate and kite-mark the supply agencies that provide supply teachers to schools in Wales.

In the short term the NASUWT believes that the Welsh Government should issue statutory guidance to schools that discourages the use of supply teachers who are being exploited by supply agencies, especially but not exclusively those that use umbrella/offshore organisations for tax avoidance purposes.

How significant is this issue? (Please select one option)

<i>1 - This is a key, urgent problem.</i>	✓
<i>2 - This is a problem that needs to be addressed.</i>	
<i>3 - This is a minor problem.</i>	
<i>4 - Not a problem.</i>	
<b>Question 8 – Do you have any views on supply agencies and their quality assurance arrangements?</b>	
<p>As highlighted elsewhere in this response, the NASUWT is gravely concerned about the lack of regulation of supply agencies. Consequently, the Union has little confidence in their quality assurance arrangements.</p> <p>The NASUWT maintains that the information from the NASUWT Supply Teacher Survey 2014, referred to in answer to previous questions demonstrates clearly that scant regard is given to quality assurance by the supply agencies.</p> <p>Additionally, almost three fifths of supply teachers (57%) reported that they were not made aware that after 12 weeks of working in the same workplace, they would be entitled to the same pay and conditions as permanent members of staff, and almost two thirds of supply teachers (65%) stated that they have been asked to sign a contract or agreement with an umbrella/offshore organisation.</p>	
<b>If you believe there are problems in this area, how do you think they could be resolved?</b>	
<p>As referred to in answer to question 7, the NASUWT maintains that regulation and statutory guidance will be needed to ensure that the supply agencies are held to account for the way in which they operate in Wales. The NASUWT would expect both the regulation and statutory guidance to address the issue of quality assurance.</p>	

How significant is this issue? (Please select one option)	
<i>1 - This is a key, urgent problem.</i>	✓
<i>2 - This is a problem that needs to be addressed.</i>	
<i>3 - This is a minor problem.</i>	
<i>4 - Not a problem.</i>	
<b>Question 9</b> – Are you aware of any specific issues relating to Welsh medium education? If so, what are they?	
<p>The NASUWT anticipates that any specific problems relating to Welsh-medium education in respect of supply teaching would reflect similar issues relating to the teacher shortages in this area generally.</p>	
If you believe there are problems in this area, how do you think they could be resolved?	
<p>As stated elsewhere in this response the NASUWT maintains that the most effective way of addressing problems in this area is to return to a system of local authority, central-supply registers and/or centrally employed pools of supply teachers.</p>	
How significant is this issue? (Please select one option)	
<i>1 - This is a key, urgent problem.</i>	
<i>2 - This is a problem that needs to be addressed.</i>	✓
<i>3 - This is a minor problem</i>	
<i>4 - Not a problem.</i>	

**Question 10** – If you had to make one recommendation to the Welsh Government from all the points you have made, what would that recommendation be?

In focusing specifically on this question, the NASUWT would recommend that the Welsh Government introduces legislation to prevent the continuing exploitation of supply teachers.

**Question 11** – Do you have any other comments or issues you wish to raise that have not been covered by the specific questions?

As stated in the general comments of this response, the NASUWT urges the CYPEC to take the opportunity presented by this inquiry to highlight the plight of those teachers in Wales who are only able to secure work through supply agencies.

**Supply Teachers:**  
a survey of their experiences



## Introduction

In March and April 2014 the NASUWT surveyed supply teachers on the nature of their work, the issues and problems that they currently face, and their experiences as a supply teacher.

Almost 1,500 supply teachers responded to the survey.

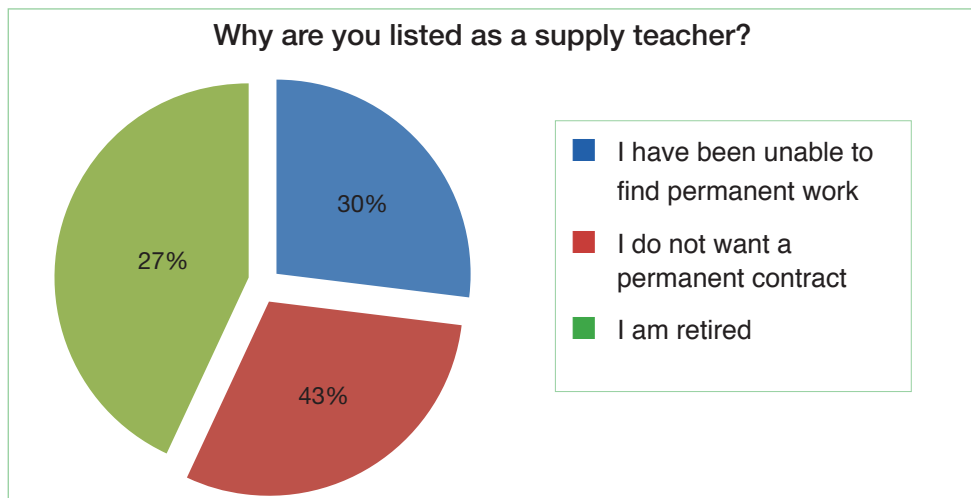
The survey highlights the continuing issues that many supply teachers face in gaining work and being paid appropriate to their skills and qualifications. For some supply teachers, it is clear that they are not being supported appropriately by schools or their employers. It is also evident that the majority of supply teachers are unable to access appropriate training.

Many of these issues, particularly regarding availability of work and pay, are exacerbated for those teachers who work primarily or wholly for supply teacher agencies.

## The Survey

### Nature of work

Supply teachers were asked about why they currently carry out supply work. Almost a third (30%) stated that they have not been able to find permanent work. Over two fifths (43%) stated that it was because they did not want a permanent contract and over a quarter (27%) stated that it was because they were retired and it was to supplement their pension.



When asked about where they obtained work, almost two thirds of supply teachers (63%) said that they are employed through an agency or agencies, two fifths (40%) through a school and under a fifth (17%) through a local authority.

Of those supply teachers working for supply agencies, more than half (52%) stated that they are signed up to more than one agency. Almost three quarters (74%) said that they do so because this is their only route for obtaining work.

### Availability of work

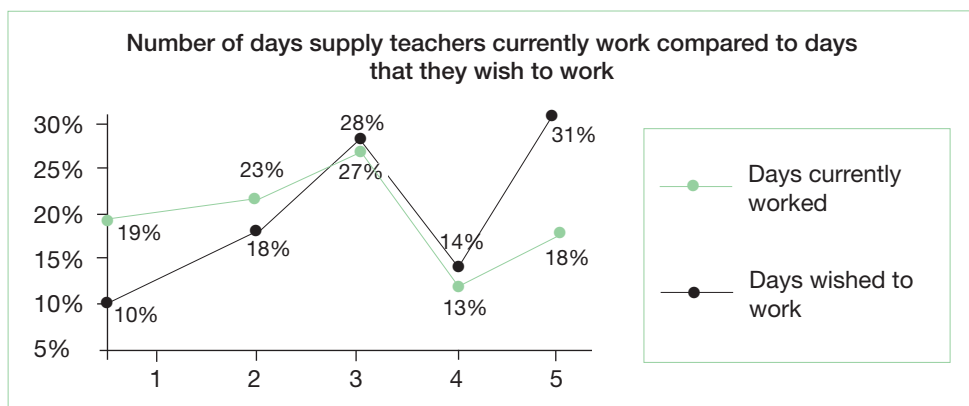
Supply teachers were asked about when they are able to obtain work and whether they face any difficulties in doing so.

Two fifths of supply teachers (40%) described the nature of their work as being whatever they can get, as opposed to just over a third (35%) who stated that they are employed by one school on a regular basis.

More than half of supply teachers (54%) reported that they have experienced some problems getting work. Almost three fifths (59%) of supply teachers working for agencies reported problems getting work.

When asked how many days they work a week, almost one fifth of supply teachers (19%) said they work one day a week, over a fifth (23%) two days a week (28%), and over a quarter (27%) three days a week. Only 13% of supply teachers work four days a week and 18% work five days a week.

However, almost a third of supply teachers (31%) stated that they wished to work five days a week, compared to only 10% who wished to work one day a week.



Two fifths of supply teachers (41%) reported that there has been a decline in the work available since September 2010.

Supply teachers were asked about whether their work is primarily on a daily or longer-term basis. Almost two fifths (59%) stated that they primarily work on a daily basis.

For those supply teachers working on a longer-term basis, a fifth (22%) stated that they worked on a weekly basis, one in ten on a monthly basis, just over half (51%) on a termly basis and just under a fifth (17%) on a year-long basis.

## **Pensions**

When questioned about their pension status, almost three quarters of supply teachers (71%) stated that they are members of the Teachers' Pension Scheme (TPS). Almost two fifths of supply teachers (39%) working for agencies said that they were not members of the TPS.

## **Welcome to work and access to facilities**

Supply teachers were asked a range of questions about the extent to which they feel welcome within the schools that they teach and whether they have access to key school facilities.

Over three fifths of supply teachers (61%) reported that they are made to feel welcome in a new school and almost a third (31%) that they are always made to feel welcome. One per cent of supply teachers reported that they are never made to feel welcome.

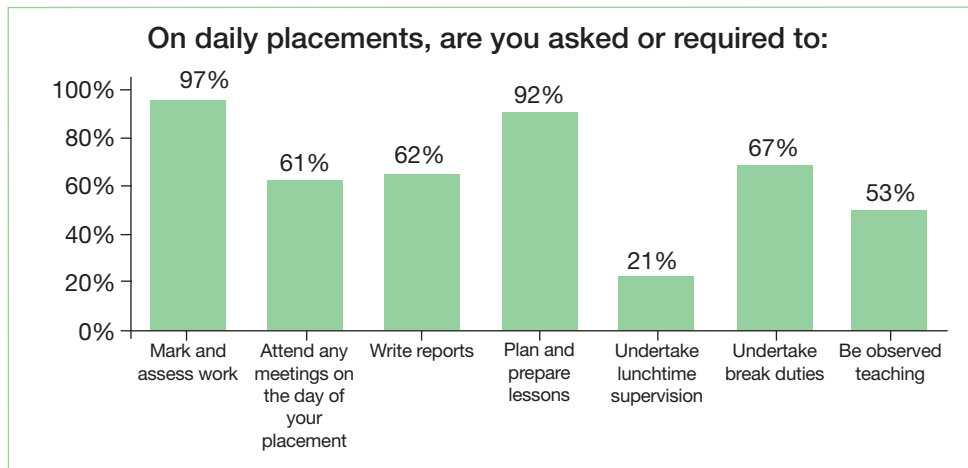
Almost a fifth of supply teachers (17%) reported that they do not always have access to staff rooms where they are available, over a third (35%) stated that they do not always have access to food and drink facilities and 7% said that they do not always have access to toilet/washroom facilities. Almost two fifths of supply teachers (39%) reported that they do not always have access to car parking.

Almost half of supply teachers (47%) working for agencies reported that they do not always have access to car parking and a similar number (46%) said that they do not have access to food and drink facilities.

Only just over one in ten supply teachers (11%) reported that they are always given the appropriate information and policies, including health and safety information, when entering a new school and 5% stated that they have never been given this information.

## Supply teacher deployment

For supply teachers on daily placements, over four fifths (84%) said that they are expected to mark and assess work, three quarters reported that they undertake break duties and over two fifths (44%) said that they plan and prepare lessons. Five per cent of supply teachers said that they are expected to write reports.



When working on longer-term placements, almost all supply teachers (97%) reported that they are expected to mark and assess work, more than nine out of ten (92%) said that they plan and prepare lessons, two thirds (67%) stated that they attend break duties and over three fifths (62%) said that they write reports. A majority of supply teachers on longer-term placements reported that they are expected to attend out-of-school meetings (61%), attend parents' meetings (54%), be observed teaching (53%) and participate in educational visits (51%). Over one fifth of supply teachers (21%) on longer-term placements are expected to undertake lunchtime supervision.

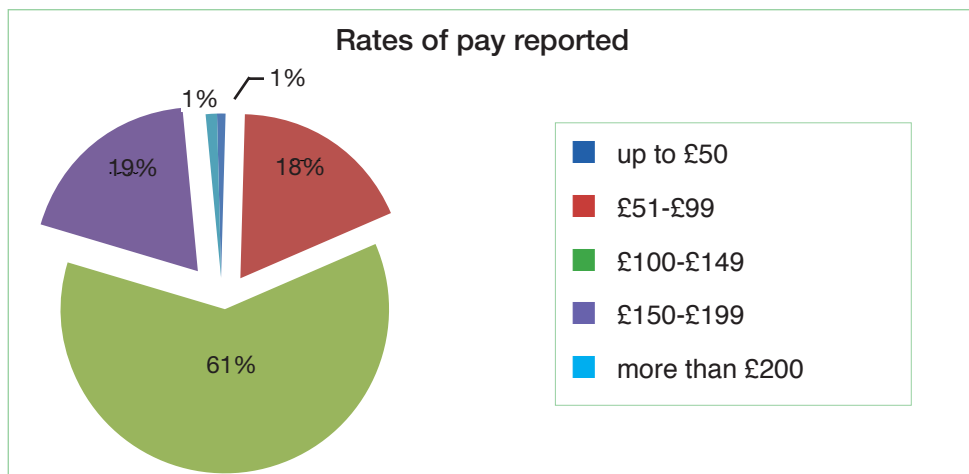
## Rates of pay

Supply teachers were asked a range of questions about their level of pay.

Over half of supply teachers (56%) stated that they are currently not paid on the national pay rates at a level that is commensurate with their experience. Almost four fifths of supply teachers (78%) working for agencies reported that they are not paid at the appropriate levels.

In terms of rates of pay, over three fifths of supply teachers (61%) stated that they are paid between £100 and £149 per day, just under one fifth (19%) said they are paid between £150 and £199 per day and only 1% reported that they

are paid more than £200 per day. Almost a fifth of supply teachers (18%) said that they are paid between £51-£99 per day and 1% said that they are paid less than £50 per day.



Over three fifths of supply teachers (61%) reported that they have been offered roles that do not utilise their skills and knowledge as a teacher and where they have been offered these roles, over two thirds (68%) said that they were offered them at a lower rate of pay.

Over a fifth of supply teachers (22%) stated that they have had to claim Job Seeker's Allowance since becoming a supply teacher and over one in ten (11%) reported that they have had to claim other state benefits.

### **Compliance with legislation**

Almost three fifths of supply teachers (57%) reported that they were not made aware that after 12 weeks of working in the same workplace, they would be entitled to the same pay and conditions as permanent members of staff.

### **Umbrella companies**

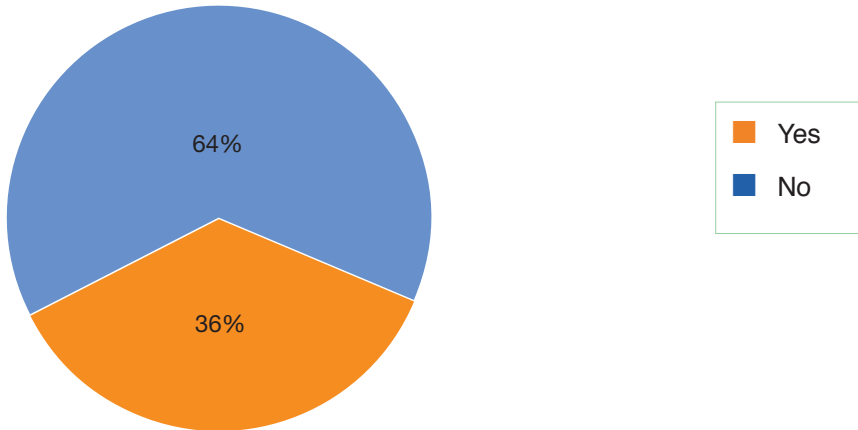
Almost two thirds of supply teachers (65%) stated that they have been asked to sign a contract or agreement with an umbrella/offshore organisation.

### **Training and support**

Supply teachers were asked about access to training and support on their work placements.

Almost two thirds of supply teachers (64%) reported that they have not had any access to continuing professional development (CPD) opportunities.

## Do you have access to continuing professional development (CPD) opportunities?



Of those supply teachers who did receive CPD, half (50%) said that they obtained it through their work and over a third (35%) from supply agencies. Six per cent reported that they had to pay for it themselves.

Over four fifths of newly qualified supply teachers (82%) stated that they have not received the appropriate level of induction support to which they are entitled and of those qualifying in the last two years, over two thirds (70%) said they did not receive the appropriate levels of support.

Almost two thirds of supply teachers (64%) reported that they are not provided with a regular contact/mentor by the employer for which they work and a similar number (63%) said that they do not have a line manager identified for them from within the schools in which they teach (58%).

### **Behaviour support**

Supply teachers were asked about how they were able to access behaviour support mechanisms and processes available to, and common within, schools.

Over a fifth of supply teachers (22%) said that they are not able to access pupil behaviour support mechanisms in the schools in which they teach.

Over a quarter of supply teachers (26%) stated that they believe that their requests for support to manage pupil behaviour are not taken seriously.

Over two fifths of supply teachers (44%) reported that they believed they are used to cover the lessons of more difficult pupils.



**NASUWT**

The Teachers' Union

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*The largest teachers' union in the UK*

**Pack Page 37**  
14/07055 England



Llywodraeth Cymru  
Welsh Government

Ein cyf/Our ref MB/HL/1097/15

Ann Jones AM  
Chair  
Children, Young People and Education  
Committee  
National Assembly for Wales  
Ty Hywel  
Cardiff Bay  
Cardiff  
CF99 1NA

12 March 2015

Dear Ann,

### **Appointment of new chair of Qualifications Wales' Shadow Board**

I am writing to advise the Children, Young People and Education Committee about the appointment of Ann Evans as the chair of the Shadow Board of Qualifications Wales. A press release will issue shortly.

Ann Evans has been an independent education consultant since 2012 following four years as Chief Executive of Careers Wales. Her earlier positions include Assistant Chief Executive of the Qualifications Curriculum and Assessment Authority for Wales. Prior to this Ann was a lecturer and manager in Further Education.

I attach great importance to the role of Qualifications Wales and the work of its future Chair and I am delighted with this appointment.

You may wish to consider meeting with the Shadow Chair of Qualifications Wales together with the interim Chief Executive and I will be more than happy to ask my officials to arrange this at your convenience.

I trust this information is helpful.

Yours sincerely

**Huw Lewis AC / AM**  
Y Gweinidog Addysg a Sgiliau  
Minister for Education and Skills



# Agenda Item 4.2

**CYPE(4)-10-15 – Paper to note 4**

**Y Pwyllgor Iechyd a Gofal Cymdeithasol  
Health and Social Care Committee**

Cynulliad  
Cenedlaethol  
Cymru  
National  
Assembly for  
Wales



**Ann Jones AM**

**Chair of the Children, Young People and Education Committee**

12 March 2015

Dear Ann,

**[Report](#) on the Health and Social Care Committee's inquiry into new psychoactive substances**

I enclose a copy of the Health and Social Care Committee's report on its inquiry into new psychoactive substances. The report refers to a number of issues that may be of interest to members of the Children, Young People and Education Committee.

The report will be laid before the Assembly on 18 March 2015. Please note that it remains under embargo until 00.01hrs on that date.

Yours sincerely,

**David Rees AM**

**Chair, Health and Social Care Committee**

Bae Caerdydd  
Cardiff Bay  
CF99 1NA  
Ffôn / Tel: 0300 200 6354

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Trydar / Twitter: [@seneddiechyd](https://twitter.com/seneddiechyd) / [@seneddhealth](https://twitter.com/seneddhealth)

Croesewir gohebiaeth yn y Gymraeg a'r Saesneg / We welcome correspondence in both English and Welsh

# Agenda Item 6

By virtue of paragraph(s) vi of Standing Order 17.42

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