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Llywodraeth Cymru  
Welsh Government

Welsh Government  
Consultation – summary of response

## Proposed mechanism for determining teachers' pay and conditions

Outcome of the consultation on the new mechanism (model process) to determine teachers' pay and conditions of service in Wales.

Date of issue: August 2018

Mae'r ddogfen yma hefyd ar gael yn Gymraeg.  
This document is also available in Welsh.

# Proposed mechanism for determining teachers' pay and conditions

**Overview** This document summarises views on the consultation relating to the proposed mechanism (model process) for determining teachers' pay and conditions of service in Wales.

**Action required** None – for information only

**Further information** Enquiries about this document should be directed to:  
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**Additional copies** This document can be accessed from the Welsh Government's website at [consultations.gov.wales](https://consultations.gov.wales)

**Related documents** Consultation on the new mechanism (model process) to determine teachers' pay and conditions of service  
<https://beta.gov.wales/sites/default/files/consultations/2018-03/180309-proposed-mechanism-for-determining-teachers-pay-and-conditions.pdf>

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## **Background**

**Currently, the UK Government's Secretary of State for Education has responsibility for setting pay and conditions of service for teachers in both England and Wales. The power to set pay and conditions for teachers in Wales will be transferred to the Welsh Ministers from 30 September 2018 under the Welsh Ministers (Transfer of Functions) Order 2018. In practice, this will mean that the Welsh Ministers will set pay and conditions for teachers in Wales from September 2019.**

**From September 2018, when the Welsh Government acquires the responsibility for setting teachers' pay and conditions of service, we will need to put in place a mechanism (model process) to determine how we do this to best support our aims for the teaching profession in Wales.**

**Alongside the fundamental changes to the wider education system in Wales, having the responsibility to set teachers' pay and conditions also presents us with an opportunity to develop an appropriate pay model for Wales – to consider how this can best support us in achieving our reforms but, importantly, also ensuring we have a highly motivated teaching profession that supports the delivery of a high quality education system.**

## **Methodology**

The consultation sought feedback from individuals and organisations on the proposed mechanism for determining teachers' pay and conditions of service.

A reduced consultation period of eight weeks was approved by the Cabinet Secretary for Education as extensive stakeholder engagement had already been undertaken over the twelve month period prior to the consultation period. The consultation was therefore open for eight weeks running between 9 March and 4 May 2018.

In order to raise awareness of the consultation, news articles were included in both the pre 11 and post 11 Dysg newsletters and Tweeted on the Welsh Government Education channel. A Written Ministerial Statement was issued and a news item also posted to the Learning Wales website.

Two specific questions (questions 17 and 18) were asked to comply with the requirements of the Welsh Language Standards for policy making.

Responses were welcome in Welsh and English and via e-mail or by post. All respondents received a confirmation e-mail response.

## **Summary of responses received**

A total of 74 responses were received – 61 individual responses and 13 responses submitted by trade unions; statutory bodies and those representing employers.

Responses were received in both English and Welsh. While the majority used the online consultation response form, the responses submitted by the trade unions and representatives of statutory bodies and employers were in both narrative format and on the template of the online response document. As a result, not all questions have been answered by all respondents.

Narrative responses have been included in this summary analysis by allocating comments made to the most appropriate question section. A number of the responses received were content rich and provided detailed narrative. Due regard and weight has been given to responses that have come from individuals and /or organisations that represent groups of individuals.

A significant number of respondents asked to remain anonymous and this wish has been respected throughout this summary report.

## Respondents

<b>Trade Unions</b>	<b>7</b>
Voice Cymru	
University and College Union	
National Education Union (Cymru)	
Association of School and College Leaders	
NASUWT	
UCAC	
NAHT Cymru	
<b>Employers and Statutory Bodies</b>	<b>3</b>
Swansea Council (Payroll)	
Cardiff Governors Association	
Education Workforce Council	
<b>Individual Responses</b>	<b>12</b>
C Armitstead	
D Mayhead	
O Beckett	
M Rugen-Hankey	
P ap Seisyllt	
G Williams	
M Brown	
T M Gwynarth	
J Thomson	
M Perkins	
C Bradford	
eTeach	
<b>Anonymous</b>	<b>52</b>

## Key messages

Overall there was support for the Teacher Engagement Model proposed as the mechanism for determining teachers' pay and conditions of service.

This was subject to comments highlighted below to reflect slight changes to particular stages of the proposed model and in others requests for clarity on different stages.

Whilst there was overall support for the proposal, a number of individuals did propose collective bargaining as an alternative model for consideration. This has been addressed in the Welsh Government response to Question 16. Proposed amendments to the model as consulted on have been summarised against the appropriate questions.

From the responses received from trade unions and representatives from statutory bodies and employers, alternative stages and models were suggested which have been included under the analysis of specific questions.

There was significant objection to the proposal to include a public consultation stage within the determination mechanism and overall this proposal was not supported in the responses received.

At an individual level, though not asked in the consultation, a number of responses received objected to the devolution of powers to determine teachers' pay and conditions of service to Wales.

A number of concerns were expressed that the timetable proposed was too tight and would not be sufficient to give due consideration to determining teachers' pay and conditions of service.

## Overview of consultation responses

This section summarises the responses received by question. Notably, not all respondents answered all questions.

### Section A – The overall proposed process

#### **Question 1 – Do you agree that teachers’ pay and conditions should continue to be statutory and annual in nature?**

	<b>Total</b>
Agree	70
Disagree	1
Neither agree nor disagree	1

There was overwhelming support for the proposal that teachers’ pay and conditions should continue to be statutory and annual in nature.

Whilst some responses indicated that it could be perceived as advantageous for schools in Wales to be able to set their own pay and conditions for recruitment and retention purposes, the significant majority supported teachers’ pay and conditions being both statutory and annual in nature.

By making pay statutory for all maintained schools in Wales we can ensure that all teachers employed in public service are paid at the appropriate rate and will all receive pay increases. This, in itself, promotes certainty, removes disparities and ensures equality of treatment.

The fact that the determination of teachers pay and conditions of service in Wales would be a new function for Welsh Ministers was noted. It would be important protection for the teaching profession that teachers’ pay and conditions are reviewed annually and are subject to a statutory process.

The responses also recognised the importance of securing a degree of comparability between teachers’ pay and conditions and those applied to other professions in Wales.

**Question 2 – Is the proposed model appropriate for determining pay and conditions of service for teachers in Wales?**

	<b>Total</b>
Agree	32
Disagree	24
Neither agree nor disagree	16

In respect of the model proposed in the consultation, whilst the majority of respondents agreed that the proposed Teacher Engagement Model was appropriate for determining teachers' pay and conditions of service, a number of respondents disagreed highlighting their concerns with the proposal.

Respondents acknowledged that the proposed model presents opportunities for wide ranging contributions and enables the Welsh Government to enhance its partnership with the teaching profession, whilst also being informed by an evidence based approach.

From the comments submitted in response, agreement with the proposal was subject to further consideration being given to developing key stages within the model and due regard being given to the timescales involved. These included further consideration to the role and scope of the partnership forum within the process.

Concerns were expressed that the overall number of stages may make the proposed model cumbersome which would in turn impact on the timeframe allowed for the proposed model, which some respondents felt was insufficient. The Welsh Government response to this point is included in the response to Question 4.

The majority of respondents that disagreed with the proposed model were opposed to the inclusion of a public consultation as part of the process. The issue of the public consultation – contained in the consultation model at Stage 6 – is addressed further under the response to Question 14.

Other respondents who disagreed supported an alternative collective bargaining approach.

Whilst the extension of collective bargaining arrangements and widening access to trade unions are principles that the Welsh Government endorses, it should be noted that teachers' pay and conditions are unique in that they are statutory and a framework is set at a national level which employers are obliged to follow.

Within the current system, there are issues around interpretation or implementation, for example, and unions and employers do currently engage in direct negotiations / collective bargaining, as they do around contractual issues that are not included in the statutory School Teachers' Pay and Conditions Document (STPCD) such as entitlements around maternity or redundancy.

**Question 3 – Do you agree that the proposed teacher engagement model could support and complement the development of the education system in Wales?**

	<b>Total</b>
Agree	32
Disagree	19
Neither agree nor disagree	20

The majority of respondents acknowledged the opportunity that the devolution of powers to determine teachers' pay and conditions of service to Wales presented.

It was recognised through the responses that if all stakeholders engage with the proposed model, and teachers trust that the model will be fair and transparent, national pay and conditions could be an essential component of achieving an excellent Welsh education system. Respondents endorsed proposals to involve and engage with teachers, provided that this involvement was genuine, meaningful and open to all.

However respondents who disagreed highlighted the full formal public consultation stage within the proposed model as confusing to the process, suggesting that it could result in a lack of coherence and clarity of strategic direction.

**Question 4 – Is the overall timetable proposed achievable?**

	<b>Total</b>
Agree	31
Disagree	26
Neither agree nor disagree	15

Overall the majority of respondents agreed that the proposed timetable was achievable, however concerns were expressed that the proposal did not set out in detail timeframes for initial discussions with trade unions, the decision making process on the remit, the timescales for the call for evidence from the review body and any oral evidence sessions, the timeframe for the receipt of recommendations, further consultation with the profession and the intended public consultation.

The Welsh Government agrees that the timetable is challenging, but providing that all key stakeholders are committed to the process we are confident the overall timetable will be met. It is apparent that a delay at any stage will have an impact over the whole deliverability of the process. Positive input from internal and external stakeholders throughout the process is crucial to the implementation of the mechanism and it will require active time management and close monitoring of the process at each stage as it develops.

## Section B – Individual stages within the proposed process

### **Question 5 – Do you agree that it should be for the Cabinet Secretary for Education to decide the initial draft remit outlining the terms and matters for consideration?**

	<b>Total</b>
Agree	31
Disagree	27
Neither agree nor disagree	14

Respondents agreed that this element of the process has worked well to date in England, with how the Secretary of State currently directs the School Teachers' Review Body remit, but acknowledged that the Partnership Forum's views should be formally included in the process, given the social partnership approach as envisaged for Wales.

While it will be for the Cabinet Secretary for Education to decide the initial draft remit for the discussion by the Partnership Forum, it is anticipated that once the system has established itself there could also be areas for consideration carried forward from recommendations made during previous pay cycles.

### **Question 6 – Is the proposed membership, size and distribution of the partnership forum as highlighted above appropriate?**

	<b>Total</b>
Agree	32
Disagree	29
Neither agree nor disagree	9

Trade union response to this question highlighted their differing views in respect of the breakdown of membership of the Forum and in particular, the union representation. There were objections to the proposal that the unions representing teachers should have equal representation on the proposed partnership forum.

Several trade unions expressed the view that the representation of trade unions on the Partnership Forum should be proportional and reflect the size of their union membership. Other responses raised concern at this approach, highlighting that representatives of the trade unions within the Forum structure should have the same voice.

Concern was also expressed that although important that the partnership forum was inclusive, the large number of members involved could make the mechanism unwieldy.

Other points raised in response included

- Expectation that the WLGA would be the body representing local authorities and not for individual local authorities to be represented
- Representation from each of the religious/ diocesan bodies that are responsible for schools in Wales

- Clarification as to who the Welsh Government representation would be.
- Important to ensure a cross section that will allow input from local authorities from a variety of geographical areas including rural and urban settings in order to reflect the experience and views of employers across Wales.

It is the Welsh Government's view that any weighting of representation may imply that the views of one union are more important than others.

Additionally, sections of the workforce who are not members of the largest trade unions may feel excluded from the process. We agree that employer representation should also where possible cover the broad spectrum of employers i.e. cross Wales and also include faith schools.

Going forward the Welsh Government proposes that the breakdown of the partnership forum membership broadly remains as recommended in the consultation – i.e. a tripartite group comprising

- (a) 2 representatives from all 6 recognised trade unions (12 total)
- (b) 8 representatives of employers to include
  - i. 1 Local Authority representative from each of the 4 consortia geographical regions
  - ii. 1 Diocesan authority representative
  - iii. 3 from the Welsh Local Government Association (WLGA) – including representation from ADEW and Governor Support Services
- (c) 4 Welsh Government officials covering Local Government, Education and Finance Policy.

The Welsh Government will continue to engage closely with key stakeholders to further refine and clarify this stage within the process.

**Question 7 – Do you agree that such a social partnership forum should have a role within the determination process for teachers’ pay and conditions of service?**

	<b>Total</b>
Agree	39
Disagree	21
Neither agree nor disagree	12

The majority of respondents were in agreement with the inclusion of a Social Partnership Forum within the overall determination process.

Views expressed included that genuine dialogue and consultation with the profession and stakeholders will be crucial to the success of the process, and enhance the status of the profession. Suggestions also included considering wider participation in the process built into the early stage and a process for resolving any potential large scale disagreements. Clarity on these points from the outset was viewed as crucial to the success of the model – particularly given the extremely restricted timetable for the entire process.

**Question 8 – Do you agree with the scope of the role of the partnership forum as highlighted in the consultation document, within the determination process?**

	<b>Total</b>
Agree	30
Disagree	19
Neither agree nor disagree	20

Overall the majority of respondents agreed with the scope of the partnership forum’s role in the determination process. However, some concerns were expressed around

- Some ambiguity around the finer detail of the forum’s role.
- The role of partnership forum in developing the remit of the Welsh Review Body
- Consideration of divergent views.
- The role of the forum in considering the recommendations of the Welsh Review Body recommendations.
- Opportunity of the forum to influence the decision making process.

The Welsh Government acknowledges these concerns and will work closely with the partnership forum to ensure that their role within the process is clear. Whilst decisions of the forum will ideally be unanimous going forward, where agreement cannot be reached divergent views will be included within the recommendations to the Cabinet Secretary for Education. This will ensure that all sides will have the opportunity to express views within the process.

**Question 9 – Is the timetable proposed for this stage in the process achievable?**

	<b>Total</b>
Agree	24
Disagree	24
Neither agree nor disagree	21

Whilst responses to this question were split almost equally across all three response categories, concerns were raised around the tight timetable in this regard and that not enough detail was presented in the consultation, in order that a clear judgement could be made on whether it was achievable.

It was additionally highlighted that it may be necessary to include an additional stage in which the final decision is formally compared to the STRB decision in England, to ensure comparability of pay levels.

The Welsh Government agrees that keeping to the timetable could be challenging, but providing that all key stakeholders are committed to the process we are confident the overall timetable will be met.

**Question 10 – Do you agree that the establishment of an independent Welsh Review Body is required to provide sufficiently independent and expert advice, rather than the direct commissioning of such expertise?**

	<b>Total</b>
Agree	43
Disagree	17
Neither agree nor disagree	10

Although the majority of respondents were in agreement that an independent Review Body should feature in order to provide independent, expert advice within the determination process, both positive and cautionary comments were offered in response.

Whilst some respondents highlighted whether sufficient expertise could be acquired within Wales, others highlighted the potential for the Review Body to undermine the existing social partnership arrangements which the Welsh Government are seeking to enhance and promote.

Other respondents were supportive, noting that it would be better to have a standing independent Review Body built on transparency and consistency which could develop further expertise in terms of the process and creating professional relationships over time with the Welsh Government, unions and employers.

Concerns were expressed that without such an independent mechanism the Welsh Government would be vulnerable to teachers' pay becoming an annual contentious issue with deleterious effects on teachers' morale and the well meaning intentions supporting the establishment of the partnership forum.

It will be critical for the credibility of the process that members of the proposed body should have the necessary expertise, including an understanding of particular context and issues in Wales. The cost of running this process was also highlighted with the point made that this should also be considered and balanced against any alternative options.

The key advantage of establishing an independent pay review body for Wales is that as an independent authority, it could provide a detached and unbiased view of all the issues, reaching considered conclusions and recommendations based on evidence from the full range of interested parties.

A review body comprised of members selected and appointed for their areas of expertise and with a remit set by Welsh Ministers, may also be an appropriate vehicle to facilitate change and innovation, which in turn could support and complement the development of the new education system in Wales.

**Question 11 – How should the body/panel be selected and appointed? For example, it is proposed that the members of the Welsh review body be selected and appointed through an open public appointments exercise, based on key areas of expertise.**

Responses to this question agreed with the proposal, that it would be appropriate for members to be selected and appointed through an open public appointments exercise with the proviso that the review body's membership will have the desired blend of skills, experience and expertise. Full independence from the Welsh Government was stressed as integral to the Body's development.

Respondents noted that it was anticipated that the membership of the Review Body would contain strong representation from the education sector, with views expressed that it would be essential that those making the recommendations understand the context in which they will be implemented.

Further consideration will be given to the composition of the Review Body however it is anticipated that it will consist of members with expertise covering: Welsh schools; wider education sector knowledge; economics; legal perspective; employment including specific public sector knowledge and public sector finance.

**Question 12 – It is proposed that the Welsh review body would be supported in their work by a clerical secretariat. Do you agree that this support should be provided by the Civil Service (Welsh Government) ?**

	<b>Total</b>
Agree	35
Disagree	23
Neither agree nor disagree	12

Respondents were in general supportive of the proposal however a divergence of views as to how the clerical secretariat support should be provided, were expressed. These included

- Assurance should be given as to the independence of the secretariat from those parts of the Welsh Government which might influence the remit or make submissions to the review body.
- It must be from a Government Department without a vested interest in the outcome of the review body's deliberations.
- Should be administered by a totally independent body.
- Should be administered in the same way as the secretariat to the STRB.

Further consideration will be given as to how and from where the clerical secretariat will be nominated to ensure that the key aspects of independence and impartiality are maintained.

**Question 13 – Is the timetable proposed for this stage in the process achievable?**

	<b>Total</b>
Agree	27
Disagree	24
Neither agree nor disagree	20

Overall, respondents were generally supportive that the timetable of this aspect of the proposed process was achievable but acknowledged that this was subject to clear direction (through the remit), that the role of the Chair was clearly established and that clear mechanisms were in place for the commissioning of research and gathering of evidence.

In terms of the timetable for undertaking the open public appointments exercise to appoint the Chair and members of the Review Body - and the clerical secretariat - reservations were expressed about the ability to establish this body and its secretariat within a short period of time. These comments have been noted and a response in relation to the achievability of the timetable has been addressed under Question 4 above.

**Question 14 – Should there be a public consultation on the Cabinet Secretary for Education’s decision, before the revisions to the Pay order and implementation of the Order?**

	<b>Total</b>
Agree	30
Disagree	38
Neither agree nor disagree	4

Overall, the majority of respondents disagreed with the proposal to publically consult on the Cabinet Secretary’s decision prior to the implementation of the pay order.

A minority of respondents commented in a supportive way to the proposal, highlighting that the public consultation allows the opportunity to give their opinion on what is proposed. There was however significant objection to the proposal. Objections mainly centred on the relevance of public consultation, with the strongly held view that such consideration would be more appropriate if it was reserved for key stakeholders – i.e. with unions and employers.

Responses on this point included

- We completely oppose this proposed stage in the process and cannot emphasise enough how strongly we are concerned by it.
- Whilst there is some sympathy with the intention implied by this statement ... this proposed phase of the process is not considered necessary.
- We are not aware of any other group within the public sector in Wales or further afield that is subject to this requirement. An unintended consequence of this is that it could appear to some that the government does not value the contribution of the teaching profession.
- The only consultation should be with the profession. Public consultations on public service pay do not exist in any other branch of public services and there is simply no justification for introducing it here.

Having reflected on the consultation responses, the Welsh Government agrees that within the context of the proposed mechanism, a consultation with key stakeholders is sufficient.

The Welsh Government therefore proposes to amend the consultation at Stage 6 of the proposed determination model, with the Cabinet Secretary for Education inviting key stakeholders to comment in writing on the proposals. Key stakeholders are: Associations of LAs, LAs, Bodies representing interests of school governing bodies, and Bodies representing interests of teachers. The Cabinet Secretary will consider the written comments from stakeholders prior to issuing a final decision.

**Question 15 –Is the timetable proposed for this stage in the process achievable?**

	<b>Total</b>
Agree	24
Disagree	23
Neither agree nor disagree	25

The change to the consultation stage within the determination model detailed in the previous question will allow a shorter timescale for consideration and response.

By changing the focus of the consultation to one with key stakeholders, additional flexibility will be created within the proposed overall timetable with scope to extend the timescales of other specific parts of the process.

This will help address earlier concerns raised by respondents on the achievability of the timetable proposed.

## Section C – Alternative proposals and additional comments

### **Question 16 – Please include any suggestions for alternative models or amendments to the proposed teacher engagement model set out in the annex.**

The purpose of this question was to allow respondents the opportunity to put forward suggestions for either alternative models or amendments to the proposed model for consideration.

Responses included

- Alternative model based on Collective Bargaining proposed.
- Alternative model proposed which replaces the public consultation stage with a period of statutory consultation and negotiation with relevant unions and employers making oral and written evidence submissions to the Cabinet Secretary for Education.
- A model based on the principles of the model adopted in Scotland.
- Keep the structure in place at the moment.
- Further refinement of the proposed model – for example bringing together stages 2 and 3 (partnership forum and review body) into one single group.
- Review of the effectiveness of the model after implementation to make improvements.
- Change to the public consultation stage proposed.

Prior to the consultation the Welsh Government presented a number of different options adopted internationally for setting teachers' pay and conditions. This included consideration of the model implemented in Scotland. These were discussed along with options preferred by key stakeholders.

Of key importance throughout the consideration process, was how the range of different approaches for implementation would meet the Welsh Government's aims and principles for the future system – a system which adheres to the commitments the Welsh Government has made to partnership, collaboration and evidence based policy development.

During the discussion process, collective bargaining was identified as an approach for consideration.

The statutory nature of teachers' pay requires a tripartite approach with Government aiming for agreement with employers and unions; as well as implementation and operational issues being agreed between unions and employers/local authorities.

Most employees in the public sector have their pay and conditions set on a contractual basis usually as agreed between the employers and unions. However, teachers' pay and conditions are set on a statutory basis by Ministers and it is then for employers (usually local authorities) and unions to agree/discuss implementation within these statutory requirements. Consequently, the usual collective bargaining approach involving discussions/negotiations between two parties (employers and employees) would not be easily adopted.

In addition, the nature of union representation across the teaching workforce is somewhat fragmented and avoiding disadvantaging distinct elements of the workforce would be very problematic. Direct bargaining with the six teaching unions will also raise representational

issues with some having much larger membership, and vice versa if unions determine the lead individuals proportionally, through their membership numbers. As such, the ability to include the views of the small unions particular the head teachers unions may be at risk and so seem at odds with the principle of a partnership approach.

Widening access to trade unions is a principle that the Welsh Government strongly endorse with regard to teachers in Wales. In terms of the model proposed, Welsh Ministers are proposing that we go further than the current system operated by UK Ministers over recent years and actively involve unions in the process.

Additionally, not only do teacher unions currently engage with their employers (local authorities) on all contractual matters but, in addition, following devolution of the powers Welsh Ministers will continue to set a statutory framework for teachers' pay within which all public sector employers will be obliged to operate. As with contractual matters, teacher unions will continue to engage in a form of collective bargaining with the employers to ensure full and fair implementation of this statutory framework.

In response to the additional points made, it is noted in the response to Question 14 that the proposed period of consultation is to be amended to reflect consultation with key stakeholders only. Following implementation it is intention of the Welsh Government to keep the model under scrutiny and review as to its ongoing effectiveness.

**Question 17 – We would like to know your views on the effects that the proposed model to determine teachers' pay and conditions would have on the Welsh language, specifically on (i) opportunities for people to use Welsh (ii) treating the Welsh language no less favourably than the English language. What effects do you think there would be? How could positive effects be increased, or negative effects be mitigated?**

**Question 18 – Please also explain how you believe the proposed model for the determination of teachers' pay and conditions of service could be formulated or changed so as to have (i) positive effects or increased positive effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language (ii) no adverse effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language.**

Question 17 and 18 were asked to comply with the requirements of the Welsh Language Standards for policy making and sought views on the Welsh language. A minority of respondents commented on these questions and highlighted in their response that the question were similar. Therefore this analysis will combine the two questions. The majority of the respondents noted the importance of treating Welsh and English equally.

The importance of bilingual publications throughout the determination process was noted, alongside ensuring opportunities to present evidence in both languages and that evidence in both languages receive the same respect and consideration by the independent Review Body. A further reference was made to the constitution of the Review Body, in terms of ensuring that expertise in matters relating to Welsh medium education and bilingual education was represented. The Welsh Government agrees with these comments and the agreed model will recognise the importance of treating Welsh and English equally.

**Question 19 – We have asked a number of specific questions. If you have any related issues which we have not specifically addressed, please use this space to report them.**

A small number of views were expressed in this last question. Some of the comments have been added to the narrative of previous sections where relevant. A number of respondents objected to the devolution of powers to determine teachers' pay and conditions of service to Wales. The following comments are noted

- It is important to ensure that the members of the Review Body understand issues relating to the pay and conditions of teachers, the Welsh education system, Welsh medium and bilingual education and that at least 25% of the panel is fluent in the language.
- It will be important that those involved in the process in Wales are fully cognisant of developments in England ... When considering evidence, as part of responding to the remit from the Cabinet Secretary, the Welsh Review Body would benefit from occasional visits to schools in different parts of Wales.
- We invite clarification on whether this matter will be debated by the National Assembly or its Committees.
- This process is unnecessary, time consuming and confusing. You are asking for opinions on a possible process of developing a process to work out pay and conditions. It is overly bureaucratic, overly complicated and in danger of undervaluing teachers in Wales compared to the rest of the UK.
- Please consider a wider range of representatives so as to truly represent the views of the teaching profession at this critical time.

## Next Steps

The function to set teachers' pay and conditions in Wales will transfer to the Welsh Ministers from 30 September 2018 under the Welsh Ministers (Transfer of Functions) Order 2018. The mechanism / process for setting teachers pay and conditions will need to be in place from 30 September 2018, so that the first teachers' pay and conditions set by Welsh Ministers can apply from September 2019.

Given the support overall for the Teacher Engagement Model proposed in the consultation, it is the intention of the Welsh Ministers to implement this as the determination mechanism – subject to amending Stage 6 to reflect a change to undertake a written consultation with key stakeholders.

The 'Teacher Engagement Model' as proposed in the recent consultation was devised following extensive discussions with all key stakeholders and meets a number of the issues raised by teacher unions. These include retaining a number of key components of the current system for determining teachers' pay and conditions, such as retaining its statutory nature and ensuring that independent education system expertise, research and international evidence can be considered as part of the process. Additionally, the proposed mechanism would also include a tripartite social partnership forum, representing Welsh Government, teacher unions and employers, to consider all issues prior to seeking advice from an independent expert body.

In addition to this summary report of responses and the amendment to the consultation stage within the determination process (Stage 6), many of the detailed comments received are being given further careful consideration.

The Welsh Government will continue to engage closely with key stakeholders to further refine and clarify stages within the process, for example in relation to the Terms of Reference of the Partnership Forum; the secretariat to the independent Welsh Review Body, giving due regard to the comments made.

Feedback on the consultation responses and next steps including full details of the final mechanism will be shared with key stakeholders and will provide a further opportunity for key stakeholders to raise any additional concerns or queries.