



Welcome ... to the July 2025 edition of HRInSight, the newsletter for customers of EducationHR. In this edition we cover: -

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Unless indicated otherwise, all articles relate to all educational establishments.

We hope the information contained within HRInSight is useful. If there are topics that you would like us to focus on in a future edition, please let us know by emailing

EHRpolicy@norfolk.gov.uk



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School Teachers Pay and Conditions 2025

We have received confirmation from the Local Government Employers (LGE) that the Government has accepted the proposals from the STRB for pay uplift in September 2025 and for a change to the way TLR Payments (TLR1 and TLR2) are to be awarded in future.

The updated School Teachers Pay and Conditions Document (STPCD) is currently going through consultation (until 12pm on 9 July 2025) and is expected to be laid in parliament for the statutory 21 day 'praying period' around 18 July. It is therefore anticipated that the 2025 STPCD will be published during the summer school closure period.

Annual pay award

Subject to the statutory process being completed without issue, the annual pay award effective 1 September 2025 will involve a 4% uplift across all salary points and allowances.

EducationHR and NCC Payroll are working on ensuring the 2025 pay award is included in September pay for all teachers in maintained schools.

EducationHR will contact academy trust customers in the usual way to take their instructions on the award in the coming few weeks.

TLR changes

In summary, the change to TLR1 and 2 arrangements is around the pro-rata payment requirements that have been part of the STPCD since TLRs were first introduced. The 2025 STPCD will remove that pro-rata requirement, replacing it – from September 2026 - with a new requirement to consider all existing and future new TLR awards to determine the appropriate proportion of the TLR that should be paid, based on the proportion of the TLR responsibilities that the postholder is undertaking, not the contracted hours for which they are employed. This means that a part-time teacher could continue to receive a pro-rata TLR or indeed a TLR paid at a different proportion to their main salary, including up to 100%. Also, a full-time teacher could receive a 100% TLR, but they could also receive a pro-rated TLR for example if they share a TLR role with another teacher.

The detailed provision and related guidance as written in the draft 2025 STPCD are attached at **ANNEX B** for your information.

The new requirement for all existing and new TLRs (1 and 2) to be considered in this way comes into force on 1 September 2026, but the 2025 Document does provide schools with the option of applying the new approach from September 2025.

Impact of the changed approach to TLRs

EducationHR:

- are in the process of making changes to its WorkSpace system to accommodate the new approach. An update will be sent to WorkSpace users in due course.
- are currently consulting with unions on an updated (2025) model pay policy to include an option for customers to adopt the new TLR approach from September 2025 if they wish.
- will update and publish the new (ESOPS) pay rates once STPCD 2025 is published.
- will work with NCC Payroll and Oracle systems teams to make appropriate changes to the payroll system.

EducationFinance:

- are making changes to their budgeting software and will communicate directly with their customer schools and academies.
- have provided guidance as a news alert via InfoSpace regarding budget implications of the pay award and information on the School Budget Support Grant (ABSG).

If you have any questions, please contact us.

Action: Understand the new TLR provisions being introduced as an option in September 2025 and as a requirement in September 2026. Think about your approach to TLRs and whether your school/Trust will adopt the new provisions from September 2025 or wait until September 2026.

Contact: ehrenquiries@norfolk.gov.uk

Changes to the Induction for early career teachers statutory guidance

From 1 September 2025, the Early Career Framework (ECF) will be superseded by the updated Initial Teacher Training and Early Career Framework (ITTECF) and schools are expected to deliver a programme of training and support based on the ITTECF.

Also from 1 September 2025, the term Early Career Teacher Entitlement (ECTE) will replace the terms 'ECF-based training and induction' to more clearly capture what forms the two-year period of support and training for ECTs at the start of their career.

References to Local Authorities undertaking the role of appropriate bodies has been removed from the guidance as Local Authorities can no longer be appropriate bodies.

For a full list of the guidance changes, please see pages [7-8 within the Induction for early career teachers \(England\) statutory guidance](#).

For information on how to set up and manage training, support and assessment, please see the [DfE guidance on gov.uk](#)

By the way, if you are planning to recruit an ECT to your school or MAT, ready to start in September, we can help you find the right ECT for your role. As a first step advertise on www.educationjobfinder.org.uk to reach ECTs looking for work. To further your reach and increase the diversity of your applications ask us to search our ECT talent pool for ECTs who are already sourced and ready for their first teaching roles in September.

We work closely with ITT providers in Norfolk and attend teacher recruitment fairs in and out of the county to attract ECTs to Norfolk, or to stay in Norfolk, which we all know has so much to offer! Our ECT talent pool has lots of ECTs ready and waiting for your vacancy. Many have received employability support from us, as part of their application to the talent pool.

Action: Be aware of the new ECT provisions. If you'd like to request a search of ECT candidates, or have any questions, please contact us

Contact: Recruitment Resourcing Team at educationjobfinder@norfolk.gov.uk

DfE Teacher Vacancies Service

We are delighted to be able to share with you that [Education Job Finder](#) is now integrated with the [DfE's Teaching Vacancies Service \(TVS\)](#) website! This development offers you a more efficient way to advertise your vacancies and connect with a wider pool of candidates. This integration is part of our ongoing commitment to support you with effective, accessible recruitment services. We look forward to seeing the positive impact it will have across the region.

The integration means that when you send us an advert to load onto Education Job Finder, it will automatically be posted to TVS too, at no extra cost. If you load your own adverts to Education Job Finder, you can automatically post to TVS. Our [ATS system](#) provider, Teacher Booker, has worked swiftly to enable this integration so that you can raise the profile of your vacancies, both teaching and support staff, and increase the opportunity to attract more candidates to your roles. The DfE's platform is the second largest education job board in the UK and can now be part of your recruitment process without you having to do anything extra.

This new development will bring:

- a broader Audience: Increase visibility and reach thousands more candidates
- streamlined processes - only post once. The integration ensures that roles posted on Education Job Finder are automatically posted to TVS, saving time and reducing administrative workload
- cost effective advertising: The DfE platform is free to use. By posting once on our board, schools and MATs can reach wider audiences without additional cost.
- improved recruitment outcomes: With access to a larger candidate pool, schools and MATs may find it easier to attract great and diverse applicants and fill vacancies more quickly.

If you do not wish us to load your vacancy to Teaching Vacancies, please let us know when you request the advert. If you already load to DfE Teaching Vacancies via another route TVS will ensure your advert is only posted once. We look forward to enhancing our support to you in filling your vacancies.

Remember: If you are struggling to recruit or want a more diverse range of applicants to your vacancies, ask us to help. We can help get your vacancy out there and source candidates for your role. Also, you can use our ATS's online application form functionality, attracting candidates via the easy and intuitive application process. This means you get applications that are consistently laid out, making it easier to shortlist and the ATS will automatically flag any employment gaps for you. This too comes at no extra cost. Just email us at educationjobfinder@norfolk.gov.uk.

Action: Send us your vacancies when they arise and we'll make sure they are loaded to both Education Job Finder and DfE Teaching Vacancies Service.

Contact: educationjobfinder@norfolk.gov.uk

WorkSpace updates

WorkSpace updates 3 and 4 were added to the live system on 16 June 2025.



These updates introduced new functionality around the way EducationHR issue contract documentation to employees and to customer schools/Trusts. They also introduce alerts and notifications, partly linked to the new document distribution arrangements and partly linked to the wider operations of the system.

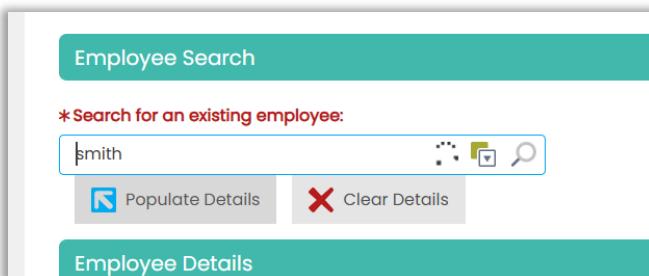
EducationHR have set up two virtual Teams sessions to demonstrate this new functionality and to take any questions users may have. These will be held on:

- Monday 7th July 2025 (10:30 – 12:00)
- Wednesday 16th July 2025 (13:30 – 15:00)

Further details of the sessions have been emailed direct to WorkSpace account holders.

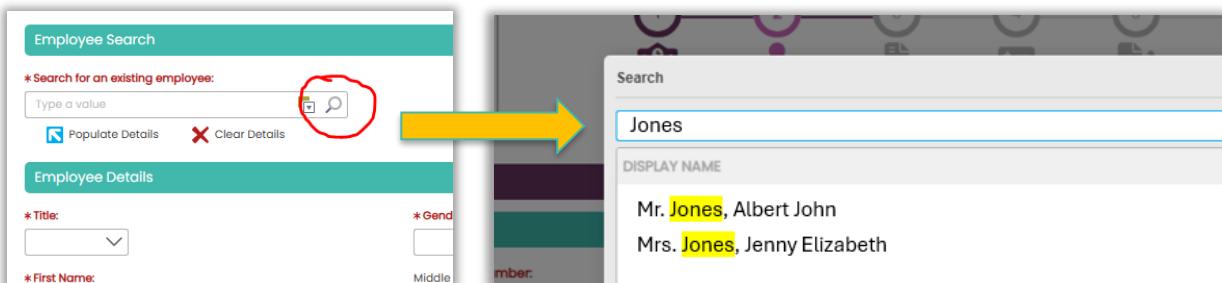
WorkSpace Hints and Tips

Many customers when searching for an employee try to enter the full name or part names and find that the search doesn't bring any results. Top tip - when entering the name in the 'search for an existing employee' field, enter **ONLY** the surname and press return



The screenshot shows the 'Employee Search' interface. At the top, a teal bar contains the title 'Employee Search'. Below this is a search input field with the placeholder text '*Search for an existing employee:' and a red asterisk indicating it is required. The input field contains the text 'smith'. To the right of the input field are three icons: a dropdown arrow, a clear button (with a red X), and a magnifying glass icon. Below the input field are two buttons: 'Populate Details' (with a blue square icon) and 'Clear Details' (with a red X). At the bottom of the interface is a teal bar labeled 'Employee Details'.

OR if there are two or more people in the organisation with the same surname, leave the first search blank but click on the magnifying glass. In the new pop up window, enter the surname in the search field and click return



This will provide a list of all those with the same surname and you can pick the one you want from here. Simply click on the employee you need (to turn it blue) and click the OK button.

Action: For information no action

Contact: ehrdev@norfolk.gov.uk

Redundancy – alternative employment

A recent EAT judgment in *Hendy Group v Kennedy* provides helpful insight into how far an employer's duty to consider alternative employment in a redundancy situation goes.

Kennedy, a sales team trainer at Hendy Group, was made redundant in 2020. He accepted the redundancy was genuine and the selection process fair but claimed unfair dismissal due to the employer's failure to consider alternative employment.

The Tribunal upheld his claim, finding the employer had not met its duty to avoid dismissal. Key points included:

- Kennedy lost access to internal job postings after returning his laptop, limiting him to external listings.
- He received no support or suggestions for alternative roles.
- His applications for sales roles were dismissed, with the employer questioning his motivation despite his relevant experience.

The Employment Appeal Tribunal upheld the decision, emphasising that employers must make reasonable efforts to help at-risk employees find alternative roles. The size and resources of an organisation are taken into consideration when deciding what is reasonable.

Whilst you will need to ensure impacted employees retain access to internal only vacancies and give due consideration to their experience if interviewing them, EducationHR can help with ensuring further reasonable efforts are made in these circumstances via our redeployment support. Our highly experienced redeployment specialist can provide extra support to employees at risk of redundancy through group and

1:1 sessions. This can include coaching, supporting employees through the staffing adjustment application process, job search assistance, application writing, interview support and regular communication with impacted employees. Please contact us if you wish to access this support. Charges apply to MATs who don't already buy into HR Service A, B or C.

Action: Contact our redeployment specialist, Aimee Atkin-Serroyen, or speak with your HR consultant (where the consultancy service is purchased) when going through a reorganisation, to ensure those at risk of redundancy are given access to redeployment support (this service will incur a charge for MATs who don't buy into the HR Service A subscription) and you know how to ensure they are given access to alternative employment.

Contact: ehrenquiries@norfolk.gov.uk

School Workforce updates

A member of our team recently attended the LGA's School Workforce and Employment Law conference. This is an annual conference and is useful for keeping up to date with current issues, emerging challenges and future changes. This enables us to better support you to respond appropriately to workforce matters.

Teacher recruitment and retention was the key theme running through the conference with presentations from the DfE and LGA. The key points from the DfE in terms of the impact of their initiatives to improve teacher recruitment and retention was:

- acceptance in full of last year's and this year's STRB recommendations of the teacher pay awards;
- £233m ITT financial incentives package for the 2025/6 recruitment cycle;
- confirmed targeted retention incentives for shortage subjects worth up to £6,000 after tax;
- expanded the 'get into teaching' marketing campaign;
- supported workload and wellbeing through resources such as the workload reduction toolkit and Oak Academy teaching resources;
- supported teachers to work flexibly, including allowing teachers to undertake PPA time remotely and extending the flexible working ambassador programme for a further year.
- streamlined postgraduate teaching apprenticeship (PGTA) courses from twelve months to nine, to help get newly trained teachers into classrooms earlier.

The government is seeing the following positive signs that their investment is starting to deliver:

- 2,346 more teachers in secondary and special school in 24/25 (compared to 23/24).
- 11% more trainees who have accepted offers to train to teach in secondary subjects (in May 25 compared to May 24)
- 89.7% retention of teachers one year after qualification in 24/25 (increase of 0.7% on the previous year)

The government's collaborative agreement between unions, employer representatives and government, the Improving Education Together (IET) engagement group are working

together to improve the delivery further. This will look at workload, including technology and AI, status of the profession, flexible working and diversity. The group have made 19 recommendations so far and are working on implementation. Read more about the work of this group here [Improving Education Together \(IET\) - GOV.UK](#).

41,700 teachers joined state funded schools last year which is relatively low, although this includes a strong number of teachers returning to the profession. This is contrasted by 41,200 teachers leaving the sector, meaning there are only marginally more entrants than leavers.

We know there is a lot of work to be done to improve teacher recruitment and retention to the point that it is no longer a crisis situation. This will happen when the challenges facing teaching are truly addressed. We also know it's not just the government working to do this, it's everyone in the education sector, including us here at EducationHR, through providing you with HR and Resourcing services to make recruiting, employing and retaining people as streamlined and smooth as it can be.

School Support Staff Negotiating Body (SSSNB)

The government is planning to reinstate the SSSNB (now known as the 'tripleSNB'). This body will bring together employer and employee representatives to negotiate on pay and terms and conditions for school support staff, in all state-funded schools in England. It will also advise on suitable training and career progression routes that recognise the roles support staff undertake. However, it is not yet clear which roles will be in scope and if there will be any funding for the resulting impact the implementation will have on employers. The government have released a public consultation to gain views on the following:

- Which support staff should be in scope
- What pay and terms and conditions are currently applied to support staff across the country
- Whether agency staff should be in scope

Views from support staff, employers, school leaders, trade unions, agencies and agency workers are welcomed, so please take a look and also share the [consultation link](#) with colleagues. The consultation will close on 18 July 2025.

Flexible working

The government has committed to increasing flexible working within schools as part of their strategy to recruit 6,500 new teachers. Flexible working is widely offered by other sectors and is often more important to candidates than a pay rise, when looking for a new role. Research shows that flexible working can promote staff wellbeing, improve work-life balance and promote equality of opportunity, all of which helps to retain experienced staff and attract new talent. Within the education sector there has been an increase in the proportion of teachers and leaders with flexible working arrangements in place, but perceptions persist that flexible working is not compatible with a teaching career. To help address this perception the government have extended their flexible working ambassador programme.

If you are interested in implementing flexible working in your school or trust, please visit the [DfE flexible working](#) webpages where you will find more information and how to

contact your local ambassador. You can also view [case studies](#) from schools and MATs who have successfully implemented flexible working within their settings. One of which is Dixons MAT who have implemented a nine-day fortnight for their teachers. Find out more about how this works [here](#).

Teacher pay 2025

As previously communicated the government has accepted the recommendations of the STRB for the 2025 Teachers' pay award. This is a 4% pay uplift (from September 2025) plus flexibility around TLR 1 and 2 payments (statutory from September 2026). The STPCD will also encourage schools to place more importance on considering flexible working. The DfE hope to complete the final STPCD before the end of the summer term with the view that the pay uplift can be implemented into pay packets for September 2025. Further details are included in the opening article of this edition of HR InSight.

Support staff pay 2025

The National Employer offer is an increase of 3.2% on all NJC pay points (2-43) and allowances. The three recognised trade unions have been balloting members, with Unison and GMB recommending members to reject the offer. The ballots closed on 20 June 2025. So far, we know that Unite and GMB members have voted to reject the offer, which means no agreement has been reached (as we need two or more of the unions to accept the offer for an agreement). Unless the Employer's side is now willing to re-open negotiations, potentially we will be seeing ballots for industrial action in the coming months. We will keep you informed of developments.

Action: Keep an eye out for updates from us regarding teacher and support staff pay, complete the SSSNB consultation document and consider if flexible working can be implemented within your school/MAT if it isn't already.

Contact: ehrpolicy@norfolk.gov.uk

Set up for success by planning induction and probationary periods

Induction

Induction is a vital part of taking on a new employee. A lot of hard work goes into filling the vacancy or a new role, so it is worth working just as hard to make the new employee feel welcome, ready to contribute fully and want to stay.

Once the best candidate has accepted your job offer, it is important that you prepare for their arrival and how they will be settled in, so they become effective quickly. Failure to do this well can create a poor impression and undo much of the good work which attracted them and led to their acceptance of your offer of employment.

Induction is best achieved through a planned programme, the key objectives of which are to ensure that new members of staff:

- are given a warm welcome and integrated into the school as quickly as possible
- understand how child safeguarding processes work in the school
- understand the culture of the school and the standards of behaviour expected of them
- become effective and motivated employees as soon as possible, by developing the skills and knowledge they need to do their job
- are provided with basic information and guidance on the school's policies and procedures

Some new employees may also be under a probationary period (see below) when they commence working for you. It is important that probationary periods are considered when planning an employee's induction programme.

For a full induction process and timescales, please see the [*Induction checklist C502*](#) and [*Induction guidance C502a*](#) available on InfoSpace.

Probation

All new non-teaching employees are generally subject to a six-month probationary period, which serves to assess their suitability for the role, provide feedback on performance, and facilitate their integration into the place of work. Some academy trust may also have a probation policy for teaching posts.

Where probation applies, it is important to monitor the employee's performance throughout the probationary period. Where concerns arise, these must be raised with the employee without delay with support and guidance being put in place. Any concerns identified and discussed with the employee and any related support agreed should be recorded. Concerns should not be saved for discussion at the end of the probationary period.

At the end of the probationary period in most cases, the employee will have proved satisfactory, and the employment will be confirmed. However, in cases where there is continuing concern about the employee's progress and capability, you may not feel able to confirm the employment. Where this appears to be a possibility, take HR advice as soon as you have cause for concern.

Model probation [*policy*](#) and [*procedure*](#) along with a model [*probation evaluation form*](#) are available on InfoSpace. For more advice and guidance in this area (where HR Consultancy is being purchased from EducationHR) please contact HR Advice and Support.

Action: Review your induction process and probation policy. Seek support and advice when concerns arise about an employee in a probationary period.

Contact: EHRenquiries@norfolk.gov.uk or 01603 307760

Implementing the Employment Rights Bill

The Government has just released a document outlining the [roadmap for implementation](#) of its Employment Rights Bill.

The document explains the steps the Government will go through to implement the new legislation including consultation, guidance, support, time to prepare, and enforcement. Because the Bill contains a significant number of policy measures, new legislation will be phased in over a period of time.

Consultations

In outline, the timescale for consultations is as follows:

Summer/Autumn 2025 consultations on:

- reinstating the School Support Staff Negotiating Body;
- Fair Pay Agreement for Adult Social Care sector;
- giving employees protection from unfair dismissal from 'day 1', including on the dismissal process in the statutory probation period.

Autumn 2025 consultations on:

- a package of trade union (TU) measures including electronic balloting and workplace balloting, simplifying TU processes, duty to inform workers of their right to join a union, right of access. New rights and protections for TU representatives will be covered by an ACAS Code of Practice consultation;
- Fire and rehire;
- Regulation of umbrella companies;
- Bereavement leave;
- Rights for pregnant workers;
- Ending the exploitative use of Zero Hours Contracts.

Winter/early 2026 consultations on:

- A package of trade union measures including protection against detriments for taking industrial action and blacklisting;
- Tightening tipping law;
- Collective redundancy;
- Flexible working.

Statutory changes

The planned timescale for statutory changes is as follows:

On Royal Assent of the Employment Rights Bill:

- Repeal of most of the Trade Union Act 2016;
- Repeal of the Strikes (Minimum Service Levels) Act 2023;
- Repealing the 10 year ballot requirement for TU political funds
- Simplifying industrial action notices and industrial action ballot notices
- Protections against dismissal for taking industrial action.

April 2026 changes:

- Collective redundancy protective award – doubling the maximum period of the protective award;
- 'Day 1' Paternity Leave and Unpaid Parental Leave
- Whistleblowing protections
- Fair Work Agency body established
- Statutory Sick Pay – remove the Lower Earnings Limit and waiting period
- Simplifying trade union recognition process
- Electronic and workplace balloting

October 2026 changes:

- Fire and rehire
- Bringing forward regulations to establish the Fair Pay Agreement Adult Social Care Negotiating Body
- Procurement - two-tier code
- Tightening tipping law
- Duty to inform workers of their right to join a trade union
- Strengthen trade unions' right of access
- Requiring employers to take "all reasonable steps" to prevent sexual harassment of their employees
- Introducing an obligation on employers not to permit the harassment of their employees by third parties
- New rights and protections for trade union reps
- Employment tribunal time limits
- Extending protections against detriments for taking industrial action

2027 changes:

- Gender pay gap and menopause action plans (introduced on a voluntary basis in April 2026)
- Rights for pregnant workers
- Introducing a power to enable regulations to specify steps that are to be regarded as "reasonable", to determine whether an employer has taken all reasonable steps to prevent sexual harassment
- Blacklisting
- Industrial relations framework
- Regulation of umbrella companies
- Collective redundancy – collective consultation threshold
- Flexible working
- Bereavement leave
- Ending the exploitative use of ZHCs and applying ZHC measures to agency workers
- 'Day 1' right – protection from unfair dismissal

We will keep you updated as things progress through the coming two years.

Action: For information only at this stage. Be aware that some of the planned changes will impact employment arrangements in your setting.

Contact: EHRenquiries@norfolk.gov.uk or 01603 307760

ANNEX 1 – Employment Law timetable

Legislated changes

Neonatal Care provisions

Neonatal Care (Leave and Pay) Act 2023

Status: Received Royal Assent 24 May 2023. Government will now lay down secondary legislation to get the Act implemented. Expected to come into force April 2025. The press release can be [read on the gov.uk website](#). Regulations published.

This is coming into force on 6 April 2025. Further detail is provided in the main HR InSight newsletter above.

Pending changes (initiated by the previous government)

Paid time off for fertility treatment

Fertility Treatment (Employment Rights) Bill

Status: This Bill is currently making its way through Parliament. [Read the Bill here](#).

A Private Members' bill to require employers to allow employees to take paid time off from work for appointments for fertility treatment. This bill has begun its progress through parliament in 2022 but hasn't progressed any further as yet.

Paid bereavement leave for those suffering miscarriage

Miscarriage leave bill

Status: This Bill is currently making its way through Parliament. [Read the Bill here](#).

Since April 2020, employees have been entitled to two weeks of statutory parental bereavement leave and pay if they or their partner lose a child under 18 years old or experience a stillbirth after 24 weeks of pregnancy (and this is covered by our model Leave and Time Off Policy). This anticipated new legislation is expected to provide similar entitlements to those who lose a baby before 24 weeks of pregnancy. MPs have indicated that these provisions will be added as an amendment to the new Employee Rights Bill (which is outlined below).

Labour's proposed employment law changes (partly covered by the Employment Rights Bill)

The proposed changes can be categorised under four core headings, with a few areas that don't easily fall into one of the four categories:

Good work

- Introduction of a single worker status, this would give all employees a full range of employment protection from day one. This proposes to move the current three categories of employee, worker and self-employed to employee and self-employed. This will be a complex piece of work to undertake and is not expected in the short term.
- The removal or review of “zero hours contracts” ensuring workers are paid a reflective amount of their usual hours. It is not yet clear if there will be an outright ban or stricter guidelines on this type of contract.
- The right to request a predictable working pattern. This will go ahead as expected in by the previous government. Due September. For more information see ‘Legislated changes’ above.
- Removal of qualifying service requirement for unfair dismissal. Right to unfair dismissal will become a day one right. Probationary periods are likely to play a larger role, with guidance being provided around this, but will likely not be a one size fits all approach.
- National minimum wage to be removed and/or reflect the Real Living Wage (RLW) Removal of age bands to ensure every adult worker benefits
- Statutory sick pay to be a day one right
- Addressing abuse of ‘fire and re-hire’ practices. The previous government issued revised guidance to tighten up unethical practices around this, but this government want to do more.

Family friendly rights

- Unable to terminate a contract within six months of an employee returning from maternity leave.
- Review of carers leave – with possible introduction of paid carers leave
- Bereavement leave becomes a day one right and applicable to all workers.
- Parental leave to be a day one right and a complete review of parental leave within the first 100 days.
- New rights to ‘switch off’ to reduce the blurring of lines between home and work which the pandemic has inadvertently done. Model expected to be similar to Ireland and Belgium.
- Making flexible working the default from day one for all workers, except where it is not reasonably feasible. Shifting the onus more on the employer to offer it rather than the employee requesting it.

Equality law

- Strengthening protection from workplace harassment - this will go ahead as expected in by the previous government. Due September. For more information see ‘Legislated changes’ above.
- More protection for workers with a terminal illness
- Menopause action plans for employers with over 250 employees e.g. monitoring room temperatures and recording menopause related absence.
- Extending reach of equal pay rules – a race equality bill will extend the right to make equal pay claims under the Equality Act to ethnic minority and disabled workers
- Ethnicity and disability pay gap reporting to be mandatory – expectation likely to be similar to gender pay gap reporting.

- Large firms will be required to develop, publish and implement action plans to close their gender pay gaps, outsourced workers to be included gender pay gap and pay ratio reporting where applicable.
- Enact the socioeconomic duty under Section 1 of the Equality Act. The socioeconomic duty will apply to public bodies. This means that when making decisions of a strategic nature about how to exercise its functions, a public authority must have due regard to the desirability of exercising them in a way that is designed to reduce the inequalities of outcome which result from socio-economic disadvantage.
- Strengthen redundancy rights and protections, for example, by ensuring the right to redundancy consultation is determined by the number of people impacted across the business rather than in one workplace. Labour will also strengthen the existing set of rights and protections for workers subject to TUPE processes.
- Strengthen protection for whistleblowers

Collective rights

- A duty will be placed on employers to inform workers of their rights to join a trade union.
- Simplification of the process for unions to gain recognition, with removal of the rule that means that unions must show that at least 50% of workers are likely to support their claim before the process has even begun.
- Repeal minimum service levels (strikes) Act 2023 which legislated that certain sectors had to still provide minimum service levels whilst industrial action was taking place.
- Repeal of Conduct of employment agencies and employment business (amendment regulations) 2022. This legislation removed the prohibition preventing employment businesses from introducing or supplying agency workers to hirers to replace individuals taking part in official strike or official industrial action.
- Modernise trade union balloting to enable electronic ballots, currently undertaken via post.
- Modernise the rules governing the final ballot in which workers vote on whether to recognise a trade union, requiring unions to gain a simple majority to win
- Ensure sufficient facilities time, strengthen protections for TU representatives against unfair dismissal and harassment e.g. by modernising rules on blacklisting.
- re-instanting the School support staff negotiating body – establishing a national t's and c's handbook, training, career progression routes and fair pay for support staff

Other proposed changes/reviews

- Enable serious teacher misconduct to be investigated, regardless of when the misconduct occurred, the setting the teacher is employed in and how the misconduct is uncovered. This will be implemented via the Children's Wellbeing and Schools Bill. See more above under 'Government consultations (Initiated by the previous government)'.
- Recognising the status of the teaching profession and the difference that teaching makes to a child's education by ensuring any new teacher entering the classroom has, or is working towards, Qualified Teacher Status (QTS).
- Introducing a digital information and smart data bill which will allow people to use digital ID for things like pre-employment checks.
- Review of health and safety legislation where it does not fully reflect the modern workplace.

- Review of AI and in the workplace and what it means for jobs
- **Status:** ERB still needs third reading in House of Commons, then moves to House of Lords, then Royal Assent. At that stage, additional regulations may be required to bring things into practice.

Children's Well-being and Schools Bill

A number of elements of this Bill relate to employment, some transferred from the new Employee Rights Bill (above):-

- Teacher pay – further consultation to take place but with a current expectation being that academy trusts will have to comply with some core elements of the School Teachers' Pay and Conditions Document (probably no earlier than September 2026)
- Teacher misconduct – as mentioned in Employee Rights Bill above
- Unqualified teachers – from date of implementation of legislation, any new teaching post appointments will need to be filled by qualified teachers or those who are working towards QTS.

Status: As with Employment Rights Bill, going through House of Commons, third reading to come.

Domestic Abuse (Safe Leave) Bill

This Private Members Bill had its second reading in parliament on 20 June 2024. The proposal is for a new right to 'paid safe leave' (up to 10 days per year) for people experiencing domestic abuse to address issues related to that abuse.

Status: This Bill hasn't progressed beyond second reading in House of Commons.

Government consultations (Initiated by the previous government)

Government review of Whistleblowing laws

Status: The evidence gathering stage of the review concluded at the end of 2023. [Read the review terms of reference on gov.uk](#) However, the new government propose to continue this work. Nothing since October 2024.

The review gathered evidence on the effectiveness of the current regime in enabling workers to speak up about wrongdoing and protect those who do so after concerns were raised that the current law did not protect some whistleblowers enough. The reforms to whistleblowing were not published under the previous government. However, the new government propose to strengthen protection for whistleblowers.

Teacher misconduct

Status: Consultation closed 14 March 2022 and response published. The previous government said changes would be implemented at the next legislative opportunity but this did not happen prior to them losing power. [Response to consultation can be read on gov.uk](#). The new government propose to continue the planned changes. Now part of Children Well-being and Schools Bill.

Proposed changes to the teacher misconduct arrangements as operated by the TRA – widening scope of who can be impacted by it. The previous government proposed the following changes to broaden the scope of the current teacher misconduct regime:

- to include persons who commit misconduct when not employed as a teacher, but who have at any time carried out teaching work
- to broaden the scope of the regime to include a wider range of education settings
- to enable the Secretary of State to consider referrals of serious teacher misconduct regardless of how the matter comes to their attention.

There has been no update as yet to the response to the consultation, which took place in 2022. However, the new government have pledged to continue the above changes. This will be implemented via the Children's Wellbeing Bill.

Disability Workforce Reporting

Status: Consultation closed 8 April 2022; no response published. However, the new government are proposing new legislation to enable mandatory disability reporting.

The National Disability Strategy (published July 2021) set out how Government will work towards creating a society that is fully inclusive for disabled people. A key commitment in the strategy is to consult on the issue of workforce reporting on disability for large employers, exploring voluntary and mandated workplace transparency.

This consultation is an important step in ensuring they have the best evidence to inform an approach to ensure inclusive workplaces, increased opportunities for disabled people and tackling the disability employment gap. [Read the consultation on gov.uk](#)

Whilst this was an intention of the previous government, the new government have announced plans to make disability reporting mandatory for employers with over 250 employees. We will keep you up to date with information regarding this.

ANNEX 2 – Extracts from Draft STPCD 2025

Extract from the [Draft] 2025 STPCD (regulations) on TLRs

20. Teaching and learning responsibility (TLR) payments

- 20.1. The relevant body may award a TLR payment to a classroom teacher for undertaking a sustained additional responsibility, for the purpose of ensuring the continued delivery of high-quality teaching and learning and for which the teacher is made accountable. The award may be while a teacher remains in the same post or occupies another post in the absence of a post-holder, in accordance with, and subject to, paragraph 3 and paragraphs 20.2 and 20.3. Unqualified teachers may not be awarded TLRs.
- 20.2. Having decided to award a TLR, the relevant body must determine whether to award a first TLR (TLR1) or a second TLR (TLR2) and its value, in accordance with its pay policy, provided that:
 - a) the annual value of a TLR1 must be no less than £10,174 and no greater than £17,216;
 - b) the annual value of a TLR2 must be no less than £3,527 and no greater than £8,611.
- 20.3. The relevant body may award a fixed-term third TLR (TLR3) to a classroom teacher for clearly time-limited school improvement projects, or one-off externally driven responsibilities. The annual value of an individual TLR3 must be no less than £702 and no greater than £3,478. The duration of the fixed-term must be established at the outset and payment should be made on a monthly basis for the duration of the fixed-term. Although a teacher cannot hold a TLR1 and a TLR2 concurrently, a teacher in receipt of either a TLR1 or a TLR2 may also hold a concurrent TLR3.
- 20.4. With the exception of sub-paragraphs (c) and (e), which do not have to apply to the award of TLR3s, before awarding any TLR the relevant body must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers and that:
 - a) is focused on teaching and learning;
 - b) requires the exercise of a teacher's professional skills and judgement;
 - c) requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum;
 - d) has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils; and
 - e) involves leading, developing and enhancing the teaching practice of other staff.

- 20.5. In addition, before awarding a TLR1, the relevant body must be satisfied that the sustained, additional responsibility referred to in paragraph 20.1 includes line management responsibility for a significant number of people.
- 20.6. From 1st September 2025, relevant bodies may determine the value of any existing or new TLR1 and TLR2 payment, based on the proportion of the TLR the teacher is undertaking - i.e. the proportion of the full-time equivalent duty. Where a part-time teacher is undertaking a TLR1 or TLR 2, relevant bodies are no longer mandated to utilise the pro-rata principle (as defined at paragraph 40.1) when determining the value of the TLR1 or TLR 2 payment. For the avoidance of doubt, relevant bodies must act fairly and appropriately when determining the value of a TLR1 or TLR2 payment. Please refer to Section 3, paragraph 50 for further guidance.
- 20.7. From 1st September 2026, it will become a requirement that relevant bodies determine the value of all existing and new TLR1 and TLR 2 payments based on the proportion of the TLR the teacher is undertaking - i.e. the proportion of the full-time equivalent duty.
- 20.8. The pro-rata principle does not apply to any TLR3 award.

Extract from the [Draft] 2025 STPCD (guidance) on TLRs

TLR payments (paragraph 20)

47. The relevant body must keep under review how many leadership group posts and other posts (including posts paid on the pay range for leading practitioners) are needed in its staffing structure and whether a TLR1 or TLR2 is an appropriate part of the structure needed to ensure the continued delivery of high-quality teaching and learning. If TLR1s or TLR2s are an appropriate part of that structure, the relevant body must decide how many posts should have these TLRs and the appropriate cash values in the light of the criterion and factors for the award of a TLR1 and a TLR2 and the parameters within which the cash values may be set. The responsibility or package of responsibilities for which a TLR1 or TLR2 is awarded should be clearly set out in the job description of the post holder. Equal pay legislation must be complied with in the award of any TLR to individual teachers and relevant bodies should be aware that any decisions which are not made on objective criteria may lead to claims being made to employment tribunals.
48. Teachers are expected to contribute, both orally and in writing as appropriate, to curriculum development by sharing their professional expertise with colleagues and advising on effective practice. This does not mean that they can be expected to take on the responsibility of, and accountability for, a subject area or to manage other teachers without appropriate additional payment. Responsibilities of this nature should be part of a post that is in the leadership group or linked to a post which attracts a TLR1 or TLR2 on the basis set out in paragraph 20.
49. Relevant bodies should determine the value of a TLR appropriate for the post, within the parameters laid down and in accordance with job weight. Posts of equal weight should be allocated equal value. Decisions to make payments above the applicable minimum level should be justifiable in relation to the level of responsibilities attached

to the post. Relevant bodies should not take into account recruitment or retention issues, payments for which should only be awarded in accordance with the relevant body's pay policy. Changes in the value of TLRs, once set by the relevant body, should only occur for two reasons: (a) the STRB recommends, and the Secretary of State accepts and introduces, a general change in the TLR values; or (b) the relevant body reviews its staffing structure and determines that the responsibilities of the post have changed materially.

50. TLR1s and TLR2s should only be awarded to teachers placed in the specified posts in the staffing structure and to the cash value set out in the pay policy. When advertising a TLR1 or TLR2 schools should aim for them to be open to all relevant staff, irrespective of working pattern, and be open-minded to practical ways that TLR duties can be split and reduced to support their being carried out on a part time basis. The duties agreed should be capable of being undertaken within the normal hours of the teacher concerned, whether they are full-time or part-time. Schools should be particularly mindful of women returning from maternity leave on a part-time basis, where they had previously held a full-time post and TLR. In these circumstances, schools should consider with the individual teacher whether, and if so how, they can continue to carry out the TLR within their part-time hours.
51. From 1st September 2025, the value of any existing or new TLR1 or TLR2 payment may be based on the proportion of the TLR responsibility the teacher is undertaking - i.e. the proportion of the full-time equivalent duty. From 1st September 2026, it will become a requirement that all existing and new TLR1 and TLR2 payments be based on the proportion of the TLR the teacher is undertaking - i.e. the proportion of the full-time equivalent duty. So while there is no requirement for schools to adopt this proportion of duties-based calculation from 1st September 2025, schools will, over the course of the 2025/26 academic year, wish to consider the impact of this upcoming change on teachers in receipt of a TLR1 or TLR 2, so that they are in a position to implement the new requirements from 1st September 2026. In particular, schools will want to consider the impact on any part-time teachers currently in receipt of a TLR1 or TLR2 and the impact on any full-time teachers undertaking only a proportion of the duties associated with the full TLR. In practical terms, the new proportion of duties-based calculation means that the percentage value of the full TLR1 or TLR2 payment received by a part-time teacher may be higher than the percentage value applied to their salary and other allowances determined in accordance with the pro-rata principle) if the teacher undertakes a higher proportion of the responsibilities associated with the TLR1 or TLR 2 (up to the full amount). The duties agreed should be capable of being undertaken within the normal hours of the part-time teacher concerned. The appropriate level of allowance payment and duties should be agreed between the individual teacher and the employer. The new proportion of duties-based calculation means that some full-time teachers will only receive a proportion of the full TLR1 or TLR2 payment if they are only undertaking a proportion of the duties associated with the full TLR. The appropriate level of allowance payment and duties should be agreed between the individual teacher and the employer.
52. TLR1s and TLR2s are permanent while the postholder remains in the same post in the staffing structure. The overarching criterion for the award of TLR1s and TLR2s includes provisions that the responsibility for which the TLR is awarded must be 'sustained' and that the TLR must be awarded 'in the context of the relevant body's

staffing structure'. TLR3s may be awarded for clearly time-limited school improvement projects or one-off externally driven responsibilities. TLR1s and TLR2s may only be awarded on a temporary basis where the teacher is temporarily occupying a different post in the staffing structure to which a TLR payment is attached (such as in cases of cover for secondments, maternity or sick leave or vacancies pending permanent appointment) and for the duration of that responsibility. The date on which the temporary award will end, or the circumstances in which it will end, must be included in the teacher's notice of a revised pay determination, as specified in paragraph 3.4(c)(iii). A teacher who holds a TLR1 or TLR2 awarded on a temporary basis or who is on a fixed-term contract does not receive a safeguarded sum when the TLR comes to an end, unless the TLR is ended earlier than specified and their contract extends beyond the date when that TLR ends.

53. If a teacher is given a new post or revised responsibilities, then the relevant body must determine whether a different TLR (or no TLR) applies to the post. A teacher may not be awarded more than one TLR1 or TLR2 concurrently.
54. A TLR3 is a fixed-term award. TLR3s may be awarded only for clearly time-limited school improvement projects, one-off externally driven responsibilities, or where teachers are undertaking planning, preparation, coordination of, or delivery of tutoring to provide catch-up support to pupils on learning lost to the pandemic, and where that tutoring work is taking place outside of normal directed hours but during the school day. The fixed-term for which they are to be awarded must be established at the outset of the award. The relevant body should not award consecutive TLR3s for the same responsibility unless that responsibility relates to tutoring, as set out above. TLR3s are not subject to safeguarding.
55. The range for TLR3s refers to the annual value of such an award. Where a TLR3 is awarded with a fixed-term of less than one year then the total value should be determined proportionately to the annual value. Where a TLR3 is awarded to a part-time teacher the value should not be amended to reflect the part-time hours of the individual in receipt of the award; the pro-rata principle does not apply to TLR3s.