

PRIME MINISTER

## GOVERNMENT EVIDENCE TO THE ACAS PANEL

You saw last night the proposed Government evidence to the ACAS panel.

After further discussion today, the paragraph on resources has been strengthened in a helpful way, though still without mentioning the £1<sup>1</sup>/<sub>4</sub> billion. This part now reads:

"In the Autumn it was announced that £40 million a year would be devoted to new arrangements for midday supervision. The Government remains willing to release the rest of the extra resources from 1986-87 by increasing public expenditure provision and contributing its share of the cost through the rate support grant mechanism, if a satisfactory agreement can be reached. The Government has made no new commitment to allow for extra spending on teachers' pay. When the ACAS-assisted negotiations are complete, their conclusions will be considered in full by the Government."

This formulation seems to me an improvement. It clarifies the position on the extra resources offered last August, linking them to the outcome of the ACAS-assisted negotiations, but without absolutely ruling out the provision of resources beyond that. The Government can therefore claim, as the success of the discussions requires, that the discussions are unfettered.

The other significant change is a proposal from the Treasury to include a sentence:

"The Government would welcome proposals for changes in current arrangements that would allow pay and conditions of service to be determined in the same <sup>forum</sup> ~~formula~~ as part of an integrated package."



DES are not sure about this. John Wiggins points out that pay and conditions are already determined in the same <sup>forum</sup> formula in Scotland and this has not proved much of a help. I suggest DES and the Treasury can sort this out between them.

DNW

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DAVID NORNGROVE

25 March 1986

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CONFIDENTIAL

MR NORGROVE

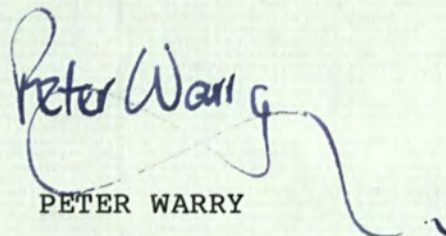
25 March 1986

EVIDENCE ON TEACHERS' PAY TO ACAS

The proposed DES evidence to the ACAS enquiry is unsatisfactory.

- It gives an apparently open-ended commitment on extra resources (paragraph 6).
- It gives the impression that last September's compromise pay proposals represent model terms (paragraph 7). This could be awkward if, as DES expect, the ACAS talks collapse. The Government would not then wish to have so fully endorsed the September proposals in advance of giving, hopefully, rather different evidence to the independent enquiry.
- No mention is made of the need for geographical variations in pay.

The employers' side have written to Keith Joseph expressing concern about the Government giving any evidence to the ACAS enquiry. Surely the right solution is for Keith Joseph to write back to the employers agreeing not to give evidence provided that they fully accept that the Government's position on extra resources remains unchanged.

  
PETER WARRY





*CCB  
Prem  
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DEPARTMENT OF EDUCATION AND SCIENCE  
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FROM THE SECRETARY OF STATE

The Rt Hon The Viscount Whitelaw CH MC  
Lord President of the Council  
Privy Council Office  
Whitehall  
LONDON SW1

24 March 1986

*Prime Minister*

*Dear Willie, Good letter*

*Not  
26/3*

**TEACHERS' PAY DISPUTE**

You may be interested to see the attached letter which I am putting out to all of our backbenchers bringing them abreast of developments.

Copies of this letter and enclosure go to members of Cabinet, the Chief Whip and Sir Robert Armstrong.

*Encl*

*Ken*





HOUSE OF COMMONS  
LONDON SW1A 0AA

24 March 1986

I can well understand that your constituents would like to know when we shall see a permanent solution to the teachers' dispute.

It is good news that the teachers' pay claim for 1985 has at last been settled (giving them 6.9% backdated to 1 April 1985, and a further 1.6%, making 8.5% in all, from 31 March 1986 - well ahead of the rate of inflation). It is also good that talks are proceeding under the auspices of ACAS which will span pay levels, pay structure; appraisal and training; and a clear definition of the contractual duties and responsibilities of teachers and their employers.

Unfortunately, this has not brought a complete end to disruption in the schools. The NUT is still urging its members to continue forms of disruption short of strike action, such as refusing to cover for absent colleagues and refusing to attend meetings outside school hours. And some members of other unions have not yet returned to what most people would see as full normal working. There is surely even less excuse for continued disruption now that we have a pay settlement for 1985 and while talks on the longer term are in progress.

Your correspondents may well wonder whether the ACAS talks will bring about a permanent solution. None of us can offer a confident answer, but the talks do represent movement. There is not in England and Wales the deadlock which the Government decided to break by setting up an inquiry into the teachers' dispute in Scotland. Following the announcement of an inquiry the employers in Scotland settled with their teachers on the basis of 7% backdated to April 1985, 2% from January 1986, and 5.5% from April 1986.

The talks under ACAS auspices will cover the 1986 pay claim in England and Wales. Those talks have a long way to go. A solution will need to include a new pay structure providing substantially more promotion opportunities for effective teachers, and a clear definition of the range of teachers' duties linked to their contracts of employment. I set out last year a list of what the Government thinks those duties should be. We do not think





the supervision of pupils at midday should lie within the range of teachers' duties and we are now making separate arrangements for midday supervision. For the rest, the list with one exception does not go beyond what teachers have traditionally done. The one exception is systematic appraisal of performance which will bring more and better in-service training and career development to teachers who at present experience haphazard, unsystematic forms of appraisal.

The Government remains ready to devote extra resources to teachers' pay if a satisfactory agreement can be reached. Last summer we offered to allow extra spending on teachers' pay in return for an agreement covering pay, pay structure and duties which would help achieve our objectives for better schools giving pupils a better education. Now all these interconnected issues are on the agenda again in the ACAS-assisted negotiations. When that process is complete, its conclusions will be considered in full.

If your constituent would be interested to read a fuller statement of my position, you might refer them to my article in "Today" of Monday 10 March, a copy of which is attached.

Yours ever,

Kear



**W**HERE are we now over the tragic and long drawn-out teachers' dispute? When will peace return to the classrooms?

When will our children once more start receiving a full, uninterrupted education in the schools?

These are the questions I ask. I have asked them with increasing concern during the past year. To a large extent, the answers lie with the teaching union leaders, and with Mr Fred Jarvis of the National Union of Teachers in particular.

Nevertheless, let me try to set the scene. Can we now look forward with some optimism to a return to that constructive partnership between teacher and parent which is so necessary for the welfare and education of children?

At long last, thanks to the intervention of ACAS, and to the constructive co-operation of all but one of the teacher unions, agreement on this year's teachers' pay has been reached. Teachers will receive a rise of 6.9 per cent backdated to April 1, 1985. From March 31 this year, that becomes an 8.5 per cent increase.

**S**o we have a deal on pay. But parents will know that it is not only pay which has been at dispute during the past 13 months.

Just as important is the dispute about what teachers are paid to do. What are their duties? Are teachers, for example, to attend meetings after school hours?

Although these are things which the good conscientious teacher has done for years, some unions now say that these are voluntary unpaid activities.

For me, it is duties and not pay which has been at the heart of the dispute. The Government accepts that good teachers should be paid more. We want to get people of the right quality into schools. We want them to stay there and we want them to give their best to pupils. During the past two years what was previously grumbling by teachers about their pay has turned into a reduction in candidates to be teachers and a trickle of good teachers quitting.

The Government has accepted the need for more pay to enable good teachers to be

recruited and retained. As long ago as last August, I said we were prepared to see an extra £1.250 million spent on teachers' pay during the next four years on top of whatever pay increases negotiated are during that time. It was not an open offer. There were strings.

His concerns about the future:

- Still-striking teachers receiving increased pay benefits.

at the heart of the dispute. Pay and what teachers are paid to do must go together.

His concerns about children:

- Too many are semi-literate after 11 years of education.
- They lack understanding of modern technology.

## by Sir Keith Joseph

### 'Too many children complete their years of schooling unable to read or write, go beyond simple arithmetic or express their ideas clearly'

First, there must be a better career structure with many more promotions to reward the effective teachers. Second, there must be a proper appraisal system tied to better in-service training and professional development.

Third — and the Government is absolutely convinced of this after the past unhappy year — teachers must be clearly bound to do certain things in return for their — better — pay. Teachers' duties need to be defined. We want better pay opportunities for teachers in return for a clear understanding of what they are paid to do.

That's why we have set aside the extra £1.250 million. Pay and what you are paid to do must go together.

The tragedy is that they have become separated in teaching.

We must all hope they can be brought together in the talks which started at ACAS on Friday. The two sides have agreed to constructive negotiations spanning pay levels,

pay structure, appraisal and training, and the range of teachers' contractual duties.

We must all wish the talks well — nothing would please me more than constructive progress which would enable me to release the extra £1.250 million over the next four years.

But for the moment I am very relieved that we at last have a 1985 pay settlement for England and Wales. I am pleased that the teachers — many of whom have not engaged in disruption — will soon start receiving pay at April 1985 rates. So delayed is the increase that they will be getting a lump sum of 12 months' back increase in pay.

I continue to be dismayed, however, at the threat of continued disruption to children's education now being made by the leaders of the National Union of Teachers.

They have refused to instruct their members to return to normal work, in spite of this recent agreement and in spite of the fact that their members will be drawing the pay increase. I am appalled that disruption to children's education should continue. I appeal to all teachers to return to normal working. That's what parents and pupils expect. They have every

right to expect it.

Parents and children in Scotland have suffered even more disruption to education over an even longer period of time. Unlike the teachers in England and Wales, no agreement equivalent to that just achieved through ACAS has been reached in Scotland.

That is why Malcolm Rifkind, the Scottish Secretary of State, has just announced he is setting up an independent committee of inquiry to cover the same sort of ground as the negotiations in England and Wales. I only hope, for the sake of the children, that the outcome north and south of the border will be a satisfactory, long-term agreement.

**S**o, the answers to the questions I posed at the start of this article are that peace and stability, and full uninterrupted education for our children, ought to be restored forthwith, now, this very week, north and south of the border.

Interim agreements have been made and disruption should cease. At the same time, work has now begun to find a lasting solution to all the outstanding issues and especially the definition of teachers' duties. With genuine goodwill all round, it ought to be possible to reach agreement by the autumn. If, in spite of all of that, disruption does continue, the blame will rest fairly and squarely on those union leaders calling for such disruption.

I know the vast majority of the teachers in the schools, in the classrooms, want to get on with the job of teaching. They do care for the children in their charge.

They would surely hate a continuation of the animosity which has arisen over the past year's disruption.

Teachers have an important and difficult job. They often have to do it in very difficult circumstances. However, I can never accept that a professional person, no matter what the grievance, is entitled to take that grievance out on his or her clients — in this case, the children. I hope we can put that behind us and join together once more in the pursuit of better education and better schools.

Ultimately, that is what it is all about. Schools exist for the children, for the education of those children. It is well to

## 'For me it has been duties, not pay, which have been at the heart of the dispute'

remind ourselves from time to time of that simple fact.

**T**here is another equally basic worry. That is, in spite of the efforts of innumerable dedicated teachers and the very considerable sums of money we are now spending on education, many children are not achieving anything like enough from

school education.

Too many children complete their 11 years of compulsory schooling unable to read and write properly, unable to go beyond simple arithmetic, unable to formulate ideas and express them clearly.

But beyond these basic skills, which we all need, today's child needs an awareness and understanding of the world.

What they also need, perhaps more importantly, is an

understanding of tomorrow's technology, of science and engineering, and of communications technology.

**E**ven more important, our children need values, moral and spiritual.

They need religious education, and they need the aesthetic subjects such as music and art.

They also need an understanding of the heritage and

civilisation of which they are a vital part. All my efforts are directed towards giving our children the best possible education, which amounts to the best possible start in life.

*That is why our efforts to improve the pay and career opportunities of teachers will continue to be tied to progress on defining their duties.*



