

**WRITTEN QUESTION TO THE MINISTER FOR EDUCATION AND LIFELONG LEARNING
BY DEPUTY K.M. WILSON OF ST. CLEMENT
QUESTION SUBMITTED ON MONDAY 13th OCTOBER 2025
ANSWER TO BE TABLED ON MONDAY 20th OCTOBER 2025**

Question

“Will the Minister provide an update in relation to the ongoing work stream regarding the finalisation of updated terms and conditions for teachers and teaching assistants following their last pay award and will he advise what progress has been made in the following areas –

- (a) disparities between the same role in different schools;
- (b) disparities for teachers supporting children with special educational needs;
- (c) pay progression, career progress, and role development; and

will he publish his timetable for completing all negotiations and updates?”

Answer

- (a) (b) (c)

Teachers

The Teachers’ Terms and Conditions Review meetings continue, with regular meetings since 1st May 2025, following earlier work completed between November 2023 and July 2024. The earlier meetings resulted in the decision to prioritise recommendations regarding core hours of work for teachers. Accordingly, the draft Budget 2026-2029 includes £1.8 million of revenue growth to improve teacher’s terms and conditions through the introduction of additional Planning, Preparation and Assessment (PPA) time.

It should be noted that union colleagues were universal in their support for maintaining parity between job roles in different schools with no differentiation between different types of schools or provision. Work continues on Supplementary Allowances (additional payments for roles of further responsibility in schools) to assess the allocation of allowance points and to gain consistency across roles and schools.

In addition, work already drafted to clarify career progress and role development will be incorporated into the final documentation at the close of the work stream.

There are further meetings scheduled during the Autumn term.

Teaching Assistants

In 2025, a new Education Support Staff Framework was introduced in response to a long-standing need to formally recognise, professionalise, and support the vital contribution of support staff across schools and services.

The Framework establishes a structured and transparent system that provides clear job titles, defined standards of practice, and accessible pathways for professional development and career progression. Following a period of extensive engagement, detailed data analysis, and formal consultation, over 800 education support staff were successfully mapped into the new structure.

Key outcomes include:

- A clear and consistent role structure with new, professionalised job titles.
- Agreed standards outlining what support staff can expect from the Department—and what is expected of them.
- A cultural shift that positions education support staff as integral to learner outcomes and whole-school success.
- Access to fully funded training opportunities, such as CACHE Levels 2 and 3, delivered by Highlands College.

Ultimately, the Framework represents a significant step forward in achieving greater professional recognition, career clarity, and inclusivity for education support staff—ensuring they are valued not only for the roles they perform, but for the profound difference they make every day in the lives of children and young people.

The new Framework was formally implemented on 1 September 2025.