



Department  
for Education

# **Proposals on the School Support Staff Negotiating Body**

**Government consultation**

**Launch date 11 June 2025**

**Respond by 18 July 2025**

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## Ministerial foreword

Support staff are the backbone of our schools, playing a crucial role in the education and well-being of our children and young people. Teaching assistants, catering staff, caretakers, as well as many other vital roles keep our schools running smoothly and effectively up and down the country on a daily basis.

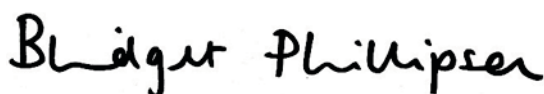
These staff make up over half of the school workforce. But for too long they have not had the voice and recognition they deserve and have lacked a sector-specific forum for agreeing their pay and conditions that reflects the uniqueness of the school working environment. As a result, schools tell us they struggle to recruit and retain the support staff they need to meet the needs of their children.

Establishing the School Support Staff Negotiating Body (SSSNB) will provide a dedicated forum for negotiating pay, terms, and conditions for school support staff. It will ensure they are appropriately paid for the work they do, benefit from the protections of a core set of terms and conditions, and have access to suitable training and career progression opportunities. All support staff in state-funded schools in England will benefit from this core offer, while allowing schools the flexibility to respond to local circumstances above the minimum agreements reached. Our priority is that individual support staff only benefit from the outcomes of the SSSNB; no one will move from more favourable pay and conditions onto less favourable ones. This approach aims to achieve the right balance between greater consistency and maintaining flexibility, while protecting individuals.

The establishment of the SSSNB marks a significant step in delivering on our Plan to Make Work Pay and our Opportunity Mission. By recognising the essential work and professionalism of our school support staff, we will help schools to recruit and retain the staff they need to drive high and rising standards, so every child has the best life chances.

We are consulting on a number of areas to ensure that the body is set up to reflect the context in schools today. We are also seeking evidence on the current terms and conditions that support staff are employed on. This will help us improve our understanding of existing contractual arrangements. That understanding is essential to ensure that the transition to the SSSNB does not disadvantage school support staff or move them onto less favourable terms because of new agreements.

I encourage school support staff, their employers and their representatives to participate in this consultation. Your views and expertise will help us to get the body up and running effectively once the Employment Rights Bill becomes law.



**Rt Hon. Bridget Philipson MP**

**Secretary of State for Education and Minister for Women & Equalities**

## Introduction

Establishing the School Support Staff Negotiating Body (SSSNB) is an important part of delivering both the government's Plan to Make Work Pay and the Opportunity Mission.

The government will establish the SSSNB as a statutory negotiating body through the Employment Rights Bill (ERB). Currently, there is no statutory, national pay body for school support staff. Most staff are employed on terms and conditions set out in the Green Book by the National Joint Council (NJC) for Local Government Services. The Green Book covers the pay and conditions for 1.4 million local authority employees, including a wide range of roles, such as architects and lawyers, as well as school support staff roles. The NJC agrees a national framework, with potential for local modification, which employers choose to sign up to.

By focusing exclusively on school support staff, the SSSNB will be better able to respond to the specific needs of the sector. This sector-specific focus provides an opportunity for more tailored negotiations on pay and terms and conditions to ensure that support staff are paid appropriately for the work they do, as well as advise on suitable training and career progression routes for the varied roles support staff undertake. The government will have more scope to resolve practical issues, such as aligning the timing of teacher and support staff pay awards, which would help employers with budget planning.

The Secretary of State for Education will make regulations to incorporate agreements reached through the SSSNB process into employee contracts. This statutory backing ensures that the agreements reached will be enforceable by law. Statutory guidance can also be issued on training and career progression for school support staff, following recommendations from the body.

The government's [Plan to Make Work Pay](#) is a core part of the mission to grow the economy, raise living standards across the country and create opportunities for all. It will tackle the low pay, poor working conditions and poor job security that has been holding our economy back. The ERB is a crucial part of the first phase of delivering the Plan to Make Work Pay, supporting employers, workers, and unions to get Britain moving forward.

## About this consultation

This consultation applies to maintained schools and academies in England. Education systems in the United Kingdom differ by nation and are managed by each devolved government. SSSNB clauses will be inserted into Part 8A of the Education Act 2002, alongside the statutory framework for teachers' pay and conditions in England.

This consultation intends to gather evidence and views on the following areas:

- **How to define 'school support staff', to confirm which staff are within the SSSNB's remit.** This includes deciding whether to exclude any staff currently covered by the broad definition set out in primary legislation, and / or whether to include any staff working for academies who are currently outside that definition. The outcome will help shape secondary legislation, to be introduced as soon as possible after the relevant provisions in the ERB come into effect.
- **A call for evidence on the pay and terms and conditions on which school support staff are currently employed.** This will improve our understanding of the current system and inform plans for the transition from current arrangements to the SSSNB.
- **Whether agency workers should be included in the scope of the SSSNB in future legislation.** This will inform future primary legislation, not the ERB or related secondary legislation.

It also asks respondents questions about their role and equalities information, and those responding on behalf of organisations for detail on the size of the organisation. Refer to Annex A.

## Who this is for

Anyone can respond to this consultation. However, we are particularly interested in the views of:

- **School support staff**
- **School support staff employers, including school leaders** – local authorities; governing bodies of schools maintained by a local authority; academy trustees; school and academy leaders, such as headteachers, chief executive officers, and others
- **Trade unions** – representing school support staff, teaching staff and others
- **Employment businesses (also known as, and referred to here, as 'agencies')** – providing supply for support staff roles in schools
- **Agency workers** – providing temporary supply for support staff roles in schools but contracted by an employment business (or 'agency')

- Other school support staff or teaching staff membership bodies, representative organisations, academics, charities or institutes

## Issue date

This consultation was issued on Wednesday 11 June 2025.

## Enquiries

If your enquiry is related to the policy content of the consultation you can contact the team by email at: [SSSNB.Consultation@education.gov.uk](mailto:SSSNB.Consultation@education.gov.uk)

If your enquiry is related to the DfE e-consultation website or the consultation process in general, you can contact the DfE Ministerial and Public Communications Division by email: [coordinator.consultations@education.gov.uk](mailto:coordinator.consultations@education.gov.uk), telephone: 0370 000 2288 or via the [DfE Contact us page](#).

## Additional copies

Additional copies are available electronically and can be downloaded from [GOV.UK DfE consultations](#).

## The response

The results of the consultation and the department's response will be [published on GOV.UK](#) in autumn 2025.

## Respond online

To help us analyse the responses please use the online system wherever possible. Visit [DfE consultations on GOV.UK](#) to submit your response.

## Other ways to respond

If for exceptional reasons, you are unable to use the online system, for example because you use specialist accessibility software that is not compatible with the system, you may request an alternative format of the form.

### By email

[SSSNB.Consultation@education.gov.uk](mailto:SSSNB.Consultation@education.gov.uk)

### By post

SSSNB consultation  
School Support Staff  
Schools Group  
Department for Education  
Sanctuary Buildings  
20 Great Smith Street  
London  
SW1P 3BT

## Deadline

The consultation closes on 18 July 2025.

# **Topic 1: Definition of ‘school support staff’ to inform who is in scope of the SSSNB**

## **Background**

This section asks for views on how to define ‘school support staff’. The definition will establish in law which staff are included in the remit of the SSSNB.

Staff who fall within the remit will have their pay and conditions agreed through the body. The government will make regulations that include these terms in their employment contracts by law. The body will also advise on suitable training and career progression for their roles. Employers must have regard to any statutory guidance that is issued.

It is therefore vital that employers and staff have clarity from the outset about who falls within the SSSNB’s remit – and who does not. We need to ensure that all, and only, staff in supporting roles – both inside and outside the classroom – are included. This includes roles like teaching assistants, catering staff, and administrative staff in maintained schools and academies.

At the same time, we must avoid including staff who are not in support roles, or whose roles are better addressed by other arrangements. These other arrangements are designed to meet different needs – such as those of teachers and senior executive leaders – rather than the specific needs of school support staff.

We have set out a proposal below explaining how we aim to ensure the right staff are included in the SSSNB’s remit.

## **Current definition and powers to refine set out in primary legislation**

The legislation, which establishes the SSSNB, defines ‘school support staff’ in broad terms. This is to reflect the wide range of roles that school support staff hold, without needing to list them all. Put simply, it defines support staff as anyone who is not a teacher, is employed by a maintained school or academy in England, and works at one or more of those schools.

This definition includes two main groups of staff:

1. Staff employed by local authorities and governing bodies to work wholly at one or more maintained schools, as long as their pay is not set through the statutory teacher pay process.
2. Staff employed by academy trusts to work wholly at one or more academies, who are not qualified teachers.



This covers the types of school staff who are currently covered by the NJC<sup>1</sup> for terms and conditions. It also aligns with the types of roles listed as ‘support staff’ in the School Workforce Census.<sup>2</sup>

For the full legal wording, see paragraph 1 of Schedule 4 of the [ERB](#).

**Table 1: Summary of types of support staff roles included in the School Workforce Census**

	Categories of support staff	Types of roles and job titles
1	Teaching assistants	Teaching assistant, higher level teaching assistant, special needs assistants, minority ethnic support staff and any other staff with support roles in the classroom.
2	Auxiliary staff	Other staff essential to the running of the school such as catering, midday supervisors, cleaning and maintenance staff.
3	Administrative staff	Staff employed for administrative tasks such as office staff, secretaries, and central support staff.
4	Other school support staff	Support staff that are not classroom based, for example matrons / nurses / medical staff, librarians, invigilators, pastoral support and attendance staff.
5	School business professionals	Include roles such as bursar, business manager, finance officer, office manager, premises manager or ICT network manager.
6	Technicians	Those employed to support science, design and technology, craft and ICT.
7	Leadership - non-teacher	Members of the school's senior leadership team who are not reported in a teaching post.

You can find more detail on how the School Workforce Census works, and the latest data on school support staff, in the footnote below.

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<sup>1</sup> <https://www.local.gov.uk/our-support/workforce-and-hr-support/local-government-services>

<sup>2</sup> [School workforce in England, Reporting year 2024 - Explore education statistics - GOV.UK](#)

The ERB gives the Secretary of State powers to adjust the definition of ‘school support staff’, through secondary legislation.<sup>3</sup> These powers allow for two things:

- **To exclude certain staff working in maintained schools or academies from the SSSNB’s remit:** Some roles in maintained schools or academies may fall within the broad definition, even though they are not intended to be considered ‘support staff’ for the purposes of the SSSNB. This power allows to government to refine the scope and remove such roles where appropriate.
- **To bring individuals who carry out particular types of work for academies within the SSSNB’s remit.** The ERB gives the government the power to include additional academy roles, even if the staff do not work entirely at one or more academies. These roles must meet a ‘prescribed description’ – a legal term meaning a specific type of role that regulations can clearly define.

Academies often use innovative staffing models. which means they may have roles the current definition does not cover. Some of these may be similar to roles in other types of schools that are included. We believe such roles should also fall within the SSSNB’s remit.

## Proposal and rationale

We believe that the broad definition of school support staff mostly includes staff that should be in the SSSNB’s remit. However, we consider the below as exceptions. In these cases, the department proposes to use further (‘secondary’) legislation to:

- **Exclude** employees whose pay and / or conditions are negotiated or set through certain other pay or negotiating bodies.
- **Include** academy trust employees in support staff roles who work from locations other than academies.
- But **exclude** executive leaders of academy trusts, regardless of work location.

The department expects that school support staff currently employed on National Joint Council (NJC) for Local Government Services arrangements will move from the NJC process to the new SSSNB process. Support staff outside of these NJC arrangements will

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<sup>3</sup> ‘Primary legislation’ refers to laws passed by Parliament. The Employment Rights Bill will only become primary legislation once it has completed the parliamentary process and received Royal Assent. These laws set out the main legal framework. Secondary legislation is made by ministers or public bodies using powers given to them by primary legislation. It is used to fill in the details or make changes without needing a new Act of Parliament.

also move to the SSSNB process, if they are covered by the 'school support staff' definition. Contract changes would reflect the outcomes agreed through the SSSNB.

### **Proposal to exclude employees whose pay and / or conditions are negotiated or set through certain other pay or negotiating bodies.**

We propose that some staff who may currently be covered by the ERB should not be included in the SSSNB. This applies to those whose terms and conditions are negotiated or set by other bodies (listed below). These staff should remain under their current sector specific arrangements, which are more suited to their workforce needs – and should **not** be included within the SSSNB process.

Specifically, we intend to exclude staff whose pay and / or conditions are set by the following bodies:

- i. **School Teachers' Review Body** – where the definition in the ERB does not already exclude these staff. STRB covers teachers and school leaders.
- ii. **Joint Negotiating Committee (JNC) for Youth and Community Workers.** This JNC covers youth workers and community development staff, often employed by local authorities.
- iii. **Soulbury Committee.** Covers educational psychologists, educational improvement professionals, and managers of youth or community services.
- iv. **Joint Negotiating Committee for Local Authority Craft and Associated Employees.** This JNC covers skilled tradespeople such as plumbers, electricians, and maintenance workers employed by local authorities.
- v. **Joint Negotiating Committee for Chief Officers of Local Authorities.** Covers senior officers, such as directors of services within local authorities.
- vi. **Committee for Support Staff (subcommittee) of the National Joint Council for Staff in Sixth Form Colleges.** Covers support staff in sixth form colleges under a separate national agreement.

Through this consultation, we aim to confirm that:

- a) the sector agrees with this view
- b) all relevant bodies are listed above
- c) that any exceptions to this approach have been clearly identified

### **Proposals for academy trust staff**

**We want the SSSNB outcomes to apply in the same way to maintained schools and academies.**

Academies make up roughly half of state-funded schools in England in 2025. Academy trusts also employ around half of the school support staff workforce. The challenges that

SSSNB will aim to address are not unique to maintained schools. We therefore consider it important that the SSSNB includes all school support staff across the state-funded sector. When determining which staff are in scope, we believe the nature of the work carried out should be the key factor. This is more relevant than the physical location that the work happens in, provided it supports schools or academies.

This means addressing arrangements unique to academy trusts. These trusts have a range of roles that do not align directly with those typically considered 'support staff' in maintained schools. For example, academy trusts have senior roles that operate across multiple schools. These roles often do not exist in the maintained sector or, where they do, are typically carried out by senior staff in a local authority's central team. Likewise, academy trust staff may work in a central head office, rather than in an academy, whereas maintained school staff usually work within schools. To reflect these differences, we propose making the following changes to the SSSNB:

- **Include academy trust employees in support staff roles who work from locations other than academies.** Specifically, this includes staff working in central, non-school locations who carry out roles that would otherwise be in scope if they were working at a school. (As the definition in the ERB only includes academy staff working "wholly at" one or more academies). For example, this could include HR officers or administrative staff working from a head office, or staff carrying out work in other locations such as maintained schools – the current definition does not cover staff working in both maintained schools and academies.
- **Exclude executive leaders of academy trusts.** These individuals are not typically considered support staff, but they are currently covered by the broad ERB definition. They hold senior leadership roles with responsibility for planning, directing and controlling activities of the trust, and are accountable to the board for the trust's overall performance. Their roles have distinct characteristics and needs that differ from those of support staff. For example, this includes Chief Executive Officers (CEO), Chief Operating Officers, and Chief Financial Officers.

We propose defining these staff in line with the Children's Wellbeing and Schools Bill. In secondary legislation, they would be described as 'staff appointed by the proprietor of an Academy as an executive leader of the proprietor'. In plain terms, this means senior leaders – such as CEOs – who are directly appointed by the academy trust and have overall responsibility for running the trust.

The current ERB definition includes early years educators in schools who are not qualified teachers. It also brings into scope Early Years Teachers who do not hold Qualified Teacher Status (QTS), but who do have Early Years Teacher Status – (EYTS). These staff are currently covered by the NJC process. We therefore do not propose excluding them from the SSSNB's remit.

## **Questions on staff in scope of the SSSNB and our proposal to refine the definition of ‘school support staff’**

- 1. Ignoring the definitions (which are covered in the next question), do you agree with our proposals to:**
  - (a) Exclude staff whose pay and conditions are determined through the existing pay and negotiating bodies named above?**  
[Yes / No / Unsure. If No or Unsure, please explain.]
  - (b) Include academy trust employees in support staff roles who work from locations other than academies?**  
[Yes / No / Unsure. If No or Unsure, please explain.]
  - (c) Exclude executive leaders of academy trusts?**  
[Yes / No / Unsure. If No or Unsure, please explain.]
- 2. Do you agree with how we have defined the groups above:**
  - (a) staff covered by the named existing pay and negotiating bodies**
  - (b) central academy trust staff**
  - (c) executive leaders of academy trusts**[Yes / No / Unsure. If No, what would you do differently?]
- 3. Are there any staff who you think would still be covered by the broad ERB definition (after our proposed exclusions above) who you think should not be?**  
[Yes / No / Unsure. If Yes, please explain which staff and why you think they should be excluded from the SSSNB’s remit.]
- 4. Are there any other staff working centrally for academy trusts who you think should be included (but would not be under our current proposal)?**  
[Yes / No / Unsure. If Yes, please explain which staff and why you think they should be included.]

## Topic 2: Call for evidence on existing pay and terms and conditions

### Background

The SSSNB will bring together employer and employee representatives to negotiate on pay and terms and conditions.

The Bill allows the Secretary of State to:

- Specify factors that the SSSNB must consider
- Approve (or 'ratify') agreements on pay and terms and conditions reached by the SSSNB by setting them out in law (regulations) to change contracts, or
- Introduce changes to contracts in law (regulations) if agreement is not reached

These laws will incorporate agreed pay levels and terms and conditions into individual employment contracts.

The precise way in which the SSSNB will operate – including how it sets pay, how this links to the roles that support staff hold, and the content of any core terms and conditions – will be determined by the SSSNB once it is established and has received a remit from the Secretary of State.

The government has stated the intention for support staff in all state-funded schools in England to benefit from a core pay and conditions offer. No one should be paid less or have worse conditions because of the move to the SSSNB. At the same time, employers will keep the flexibility to respond to local circumstances and offer staff contracts beyond the minimum agreements reached by the SSSNB.

This call for evidence is intended to support our understanding of current arrangements and inform the transition to the new system under the SSSNB.

## **Evidence on current pay and terms and conditions**

### **For employers**

- 1. Do you use The National Joint Council (NJC) for Local Government Services National Agreement on Pay and Conditions of Service ('The Green Book') for school support staff?**  
[Yes / No / Unsure. If 'No', please explain what you do instead.]
- 2. Do you pay school support staff based on the pay points in the NJC pay spine?**  
[Yes / No / Unsure. If 'No', please explain what you do instead.]
- 3. How do you decide where to put support staff (i.e. which pay point) on the pay structure that you use? For example, you may use job evaluations or role profiles.**  
[Free text]
- 4. Are there any parts of contracts with your staff that you would be concerned about changing under the SSSNB?**  
[Yes; No; Unsure. Please explain.]

### **For employees**

- 1. Are there any parts of your current contract that you would be concerned about changing under the SSSNB?**  
[Yes; No; Unsure. Please explain.]

## Topic 3: Agency workers

In this consultation, ‘agency workers’ means people who have a contract with an employment business (or ‘agency’) and work temporarily for a ‘hirer’ – in this case, a school employer. This is normally called ‘temporary agency work’ or ‘temping’.

If someone gets a permanent or fixed-term job at a school through an agency, they are employed by the school, not the agency.<sup>4</sup>

### Background

This section asks questions about current contracts for agency workers in support staff roles in schools. It also asks what impact bringing agency workers into the SSSNB’s remit would have on them, employment businesses, and schools.

We know that agency workers fulfil important roles in schools. The government is committed to providing job security, treating workers fairly, and decent pay for all workers. These commitments apply to agency workers as well as to school employees. However, we also recognise that agency workers often have different working patterns and employment terms compared to support staff who are employed directly by schools, academy trusts or local authorities. These differences may make it more complex to decide whether, and how, to include them in the SSSNB’s remit.

We have therefore committed to consult on whether agency workers should be included in the SSSNB through future legislation. This will help us meet our goals: to Make Work Pay, and to help schools recruit and keep the permanent support staff they need to drive high and rising standards.

Agency workers are not currently covered by the SSSNB. The SSSNB covers most school support staff – around 800,000 people – who are employed directly by school employers and work only in maintained schools or academies in England.

We do not have data on the exact number of agency staff working in support roles in schools. However, a snapshot of data from one day (‘census day’) suggested there were about 50,000 support staff employed by third parties. This includes agency workers, but also other types of staff.<sup>5</sup>

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<sup>4</sup> More information on determining whether someone is an agency worker or an employee can be found here: [Employment status: Employee - GOV.UK](#)

<sup>5</sup> [School workforce in England 2024 \(published June 2025\)](#). Data represents third-party support staff in school on ‘census day’ (early November each year).



Under the Agency Worker Regulations, agency workers are entitled to equal treatment after 12 weeks in the same job. This means they must get the same basic pay and working conditions as if they were employed directly by the school. Before the 12-week point, agency workers may be on different pay and terms and conditions compared to directly employed staff. However, even after 12 weeks, agency workers may still lack access to certain rights and benefits that are available to directly employed staff – such as occupational sick pay or pensions.

Practically speaking, bringing agency workers into the SSSNB would mean:

- Agency workers' contracts would need to change. Regulations made using the powers in the ERB will write SSSNB agreements into contracts. This means agency workers' contracts would be updated by law. They could then be entitled to at least the minimum pay and the core conditions agreed for support staff employed directly by schools.
- Agency workers and supply agencies would need to be represented on the SSSNB. This would involve finding a suitable organisation to represent supply agencies on the body. It would also mean ensuring that agency workers are represented by unions or other groups. This is needed to make sure the SSSNB can fairly represent everyone within its scope.

## **Rationale for consulting**

To understand the potential scale of change, the department is seeking evidence on how agency workers supply schools with support staff and what their current contracts look like.

We think it may only be realistic to include agency workers who have a contract with an agency and work only in school settings – like directly employed school support staff – in the SSSNB in future. We want to test this idea.

We are also asking for views from stakeholders to better understand the impact of this change on:

- a) Agency workers who provide supply cover in support staff roles in schools
- b) Employment agencies that place workers in schools in support staff roles
- c) Maintained schools and academies

Bringing agency workers into the SSSNB would require changes to law. This change would not be made through the ERB currently in parliament. If ministers decide to extend the SSSNB's remit after this consultation, we would look for another way to make this change in law at a later date.

## Questions on agency workers – evidence gathering

### For employment agencies

1. Have you placed any individual workers in both school support staff roles and other types of roles not related to schools (outside of schools, academies, or academy trust offices)?  
[Yes / No / Unsure]
2. If yes (to Q1), does hourly pay differ between school-based roles and non-school roles?  
[Yes / No / Unsure. If Yes, please explain how the hourly pay differs.]
3. If yes (to Q1), do the worker's terms and conditions differ between school-based roles and non-school roles?  
[Yes / No / Unsure. If Yes, please explain the main differences.]
4. Do you use the National Joint Council (NJC) for Local Government Services agreements to help set pay and conditions for agency workers in school support staff roles?  
[Yes / No / Unsure. Please explain your answer.]
5. Do you place staff in school support staff roles in England only?  
[Yes / No / Unsure. If No, please list the other countries.]

### For agency workers

1. Do you only work in school settings in England (including academies or for academy trusts), or do you also work in schools elsewhere in the UK or abroad?  
[Yes – England only / No – Elsewhere / Unsure. If No, please explain where else you work.]
2. Have any of your individual placements in schools or academies lasted more than 12 weeks?  
[Yes / No / Unsure. If Yes, please say how long the placement lasted]
3. If you have worked in a school or academy for more than 12 weeks, did you receive the same pay and conditions as directly employed staff doing the same or a similar role?  
[Yes / No / Unsure / N/A. If No, please explain what was different.]

## **Questions on agency workers – evidence gathering (cont'd)**

### **For school or academy trust employers**

- 1. What are your main reasons for hiring temporary agency staff in support staff roles?**

[Select all that apply: To address recruitment difficulties / To meet a short-term need for specific skills / To cover short-term absence / To cover long-term absence / Because it is more cost-effective / Other - please state' / N/A.  
Free text to explain your reasons.]

## **Questions on bringing agency workers into the SSSNB**

### **General questions – for all respondents**

- 1. Do you think agency workers should be included in the SSSNB in the future?**

[Yes / No / Unsure. Please explain your answer.]

- 2. If agency workers were included in the SSSNB, do you think they would need to have contracts to work only in school settings?**

[Yes / No / Unsure. Please explain your answer.]

- 3. Are there any other conditions you think would need to be met for agency workers to be included in the SSSNB?**

[Yes / No / Unsure. Please explain your answer.]

- 4. What impact do you think including agency workers in the remit SSSNB would have on the following groups?**

- a) Agency workers**
- b) Employment agencies**
- c) School employers**
- d) Permanent or fixed-term employees**
- e) The functioning of the SSSNB**

[Positive / Neutral / Negative / Unsure. Please explain your answers, considering costs, benefits, unintended consequences.]

## **Questions on bringing agency workers into the SSSNB (cont'd)**

### **For employment agencies**

- 1. If agency workers were included in the SSSNB, what impact do you think this would have on demand for temporary labour?**  
[Increased demand / Decreased demand / Unsure. Please explain your answer.]
- 2. If your agency operates outside England, do you think the SSSNB including agency workers in England only would have any impacts?**  
[Yes / No / Unsure. Please explain your answer.]
- 3. Based on your answer to Q4 above, what steps do you think your agency would need to take to manage any negative impacts?**  
[Free text]
- 4. Do you have a view on which organisation(s) should represent employment agencies on the SSSNB?**  
[Yes / No. If Yes, please name the organisation(s).]

### **For school support staff**

- 1. Would you be more or less likely to work through an agency if agency workers were included in the SSSNB?**  
[More likely / Neutral / Less likely. Please explain your answer.]

### **For school employers**

- 1. Would you be more or less likely to hire agency workers if they were included in the SSSNB?**  
[More likely / Neutral / Less likely. Please explain your answer.]

## Equalities impact

In accordance with the Equality Act 2010, Ministers must have “due regard”, when making decisions, to the need to eliminate unlawful discrimination; advance equality of opportunity; and foster good relations, in relation to protected characteristics. The Department has been taking this requirement into account in developing these proposals and will use findings from this consultation to develop a full assessment.

The relevant protected characteristics are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

### Question on equalities

**1. Could any of the proposals have an impact – positive or negative – on people with any of the following protected characteristics?**

[Drop down for each characteristic: Yes / No / Unsure. If Yes, please explain.]

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

**2. What action could help reduce any negative impacts you identified in Q1?**

[Select any protected characteristics + free text box]

**3. Are there any other equality-related impacts you think we should consider?**

[Free text]

## Annex A: Questions about the respondent

### Section 1: About you (all respondents)

**1. What is your name?**

[Free text]

**2. What is your email address?**

[Free text]

**3. Are you happy to be contacted directly about your response?**

[Yes / No]

**4. Would you like your responses to be kept confidential?**

The government may need to share information about your response to meet legal duties. See the confidentiality and privacy notice (Annex B) for more details.

[Yes / No. If Yes, please explain why you consider it to be confidential]

**5. Are you responding as an individual or on behalf of an organisation?**

If you are responding on behalf of an organisation, your answers will be treated as the organisation's official response. You should only select that you are responding on behalf of an organisation if you are submitting the cleared and approved official response from the organisation.

[Individual / organisation]

## Section 2: About your role

### For individuals

#### 1. Which option best describes how you are taking part in this consultation?

[Select one. If no options fit, choose 'Other' and explain your interest.]

- I'm in a school support staff role
- I'm an agency worker
- I'm a senior leader in a school, multi-academy trust, or local authority (for example, a headteacher or chief executive)
- I work for an employment agency that places agency staff on a temporary basis
- I'm a senior leader at an employment agency
- I represent an employer or a business representative group or association
- I represent a trade union
- I work or volunteer for a charity, membership body, or other organisation with an interest in education or employment
- Other (please specify)

### For organisations

#### 1. Which type of organisation do you represent?

[Select one. If no options fit, choose 'Other' and explain the type of organisation you are responding on behalf of.]

- A maintained school or federation (e.g. headteacher, governor or school business manager)
- An academy or free school (e.g. principal or local governor)
- An academy trust (e.g. HR, finance or executive leader)
- A local authority (as an employer or oversight body for maintained schools)
- An employment agency that places agency workers in schools
- A trade union
- An employer or business representative organisation
- A membership body or professional association for school staff or education professionals
- A charity or voluntary organisation working in education or employment
- A research or academic institution
- A public body
- Another stakeholder or representative organisation
- Other (please specify)

#### 2. What is the name of your organisation?

[Free text]

## **Section 3: Additional questions based on role**

### **For school and academy employers**

- 1. How many permanent or fixed term support staff does your organisation employ?**

(If you are responding on behalf of an organisation employing across multiple schools or academies, please give the total number.)

[Number]

- 2. How many agency workers worked in support staff roles in your organisation over the last full working week?**

(If you are responding on behalf of an organisation that operates multiple schools or academies, please give the total number across all settings.)

[Number]

- 3. Would you say this number of agency workers in support staff roles is typical for your organisation in this academic year?**

[Higher than usual / About the same / Lower than usual / Unsure]

### **For employment agencies**

- 1. How many workers do you currently have on your books?**

[Precise number or estimate]

- 2. How many workers have you placed in schools in the last 6 months?**

[Precise number or estimate]

### **For school support staff (employed)**

- 1. Which category best describes your role?**

[Please select the option that most closely matches your job. If none fit, choose "Not listed / unsure" and tell us your job title.]

- Teaching assistants (e.g. teaching assistant (TA), higher level TA, SEND assistants, minority ethnic support staff, or other classroom-based support)
- Auxiliary staff (e.g. catering staff, midday supervisors, cleaners, maintenance staff)
- Administrative staff (e.g. office staff, secretaries, central support staff)
- Other school support staff (Not classroom based, e.g. matrons, nurses, medical staff, librarians, invigilators, pastoral support and attendance staff)
- School business professionals (e.g. bursar, business manager, finance officer, office manager, premises manager, ICT network manager)
- Technicians (e.g. supporting science, design and technology, craft, or ICT)
- Leadership - non-teacher (e.g. members of the school's senior leadership team who are not teachers)
- Not listed / unsure (please tell us your job title)



## **Section 4: Equalities monitoring (individuals only)**

These questions are optional and help us understand the impact of our proposals on different groups.

### **1. What is your age?**

- Aged under 25
- Aged 25-29
- Aged 30-39
- Aged 40-49
- Aged 50-59
- Aged 60 and over
- Prefer not to say

### **2. Which of the following best describes your gender?**

- Male
- Female
- I identify in another way
- Prefer not to say

Further questions on the next page.

## **Section 4: Equalities monitoring (individuals only) (cont'd)**

**3. What is your ethnicity?** Please choose the option that best describes your ethnic group or background.

[Select one.]

### **White**

- English, Welsh, Scottish, Northern Irish, British
- Irish
- Gypsy or Irish Traveller
- Roma
- Any other White background

### **Mixed or multiple ethnic groups**

- White and Black Caribbean
- White and Black African
- White and Asian
- Any other Mixed or Multiple ethnic background

### **Asian or Asian British**

- Bangladeshi
- Chinese
- Indian
- Pakistani
- Any other Asian background

### **Black, Black British, Caribbean or African**

- Caribbean
- African
- Any other Black, Black British, Caribbean or African background

### **Other Ethnic Groups**

- Arab
- Other Ethnic Group

### **Prefer not to say**

## **Section 4: Equalities monitoring (individuals only) (cont'd)**

### **4. Which of the following descriptions do you identify with?**

[Tick all boxes that apply]

- Disabled
- Neurodivergent
- Having one or more physical or mental health conditions or illnesses lasting or expected to last for 12 months or more
- None of the above
- Other
- Prefer not to say

### **5. Do you identify as having conditions or illnesses that affect you in any of the following areas?**

[Tick all boxes that apply]

- Vision (for example blindness or partial sight)
- Hearing (for example deafness or partial hearing)
- Mobility (for example walking short distances or climbing stairs)
- Dexterity (for example lifting and carrying objects, using a keyboard)
- Learning or understanding or concentrating
- Memory
- Mental health (for example depression, anxiety, post-traumatic stress disorder)
- Stamina or breathing or fatigue
- Socially or behaviourally (for example autism, or attention deficit hyperactivity disorder (ADHD))
- Other
- None of the above
- Prefer not to say

## Annex B: Privacy notice

### Privacy notice

For the purposes of your response, other than where we may request, on a voluntary basis, contact details for the purpose of clarification, or demographic information about yourself for the purposes of equality impact assessment, we do not seek provision of personal data from which you or others can be identified. Your responses, including any personal data, may be shared with a third-party provider, or other government department or organisation acting on behalf of the Department for Education under contract or an equivalent agreement, for the purpose of analysis and summarising responses for us and may use technology, such as artificial intelligence. An anonymised version of responses in a list or summary of responses received, and in any subsequent review reports may be published. We may also share your personal data where required to by law. You can leave out personal information from your response entirely if you would prefer to do so. For further information on how DfE processes personal data, please see: [Personal information charter - Department for Education - GOV.UK](#)

### Confidentiality

Information provided in response to this consultation, including personal data, may be subject to publication or disclosure e.g. under the Freedom of Information Act 2000, the Data Protection Act 2018, or the Environmental Information Regulations 2004. If you want all, or any part, of a response to be treated as confidential please explain why you consider it to be confidential. If a request for disclosure of the information you have provided is received, your explanation about why you consider it confidential will be considered, but no assurance can be given that confidentiality can be maintained. An automatic confidentiality disclaimer generated by your IT system will not, in and of itself, be regarded as binding on the Department for Education.



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