

NAHT evidence to the School Teachers' Review Body (STRB) 28th remit

Introduction

1. NAHT welcomes the opportunity to submit views in response to the School Teachers' Review Body's (STRB) call for evidence in relation to its 28th remit report.
2. NAHT is the UK's largest professional association for school leaders. We represent more than 29,000 head teachers, executive heads, CEOs, deputy and assistant heads, vice principals and school business leaders. Our members work across: the early years, primary, special and secondary schools; independent schools; sixth form and FE colleges; outdoor education centres; pupil referral units, social services establishments and other educational settings.
3. In addition to the representation, advice and training that we provide for existing senior leaders, we also support, develop and represent the senior leaders of the future, through NAHT Edge, the middle leadership section of our association. We use our voice at the highest levels of government to influence policy for the benefit of leaders and learners everywhere.
4. Our submission for this remit is made in the context of the Chief Secretary's letter of 21 September 2017 regarding the 1 per cent public sector pay cap that recognised that '...more flexibility may be required to deliver world class public services...' ¹ in respect of remuneration of those working in the public sector.
5. This view accords with the STRB's own view, set out in its 26th remit, against a growing wealth of evidence that the 1 per cent pay cap was seriously damaging recruitment and retention in the school system. The STRB's 26th report recognised that government had presented an independent body with an impossible constraint by insisting that its recommendations should not breach the pay cap. The STRB recognised the weight of evidence in favour of a pay uplift of greater than 1 per cent, stating: 'Based on our assessment of recruitment and retention considerations alone, there is a case for an uplift higher than 1% to the national pay framework, to strengthen the competitive position of the teaching profession at a time of growing demand for graduates.'²
6. In its 27th report the STRB recognised the worsening financial circumstances faced by schools, noting that the Department for Education (DfE) had indicated that it had no plans to allocate additional monies to fund a pay award of higher than 1 per cent, once again constraining the

¹ [Letter of Chief Secretary to the STRB Chair](#), September 2017

² [STRB 26th report](#), 2016 p ix

remit of an independent pay body to such an extent that it could not perform its role. The STRB noted the difficulty that schools faced in ensuring a supply of effective teachers and the need for ‘...longer-term investment in an effective teaching workforce through prioritising teacher recruitment and retention.’³ The report noted that ‘...teacher retention rates continued to fall, particularly for those in the early stages of their career, and that targets for ITT recruitment continue to be missed,’⁴ concluding that the pressure on teacher supply ‘...presents a substantial risk to the functioning of an effective education system, particularly in the context of increasing demand for secondary phase teachers and specialists in EBacc.’⁵

7. NAHT’s own evidence, presented below, shows that the teacher supply situation has worsened even further since the consideration of evidence for the STRB’s 27th report, despite huge investment in recruitment advertising by the Department for Education (see below).
8. Not only has there been no improvement in teacher supply, but very recent alarming signs are emerging that teacher recruitment may be about to collapse. The government’s teacher supply model is comprehensively broken; having failed once again to attract sufficient trainees to meet targets, while retention rates continue to slide.
9. While a range of factors contribute to the recruitment and retention crisis facing schools, it is clear that year on year real terms reductions in the pay of teachers play a significant role. This makes teaching unattractive to new entrants and undermines the morale of serving teachers and school leaders.
10. Our evidence also addresses the question of **fairness**. Since 2010, school leaders and their staff have delivered an extraordinary change agenda at the behest of ministers. Much of that change has been poorly conceived, planned and implemented, but school leaders and teachers have ‘stepped up’ to deliver a new national curriculum and new models of assessment across all phases of education, at pace. Between 2010 and 2016 the TUC calculates that teachers’ pay has fallen by 10.4 per cent in real terms.⁶ It is unconscionable that teachers and school leaders now find themselves worse off. Such injustice and unfairness is a very visible deterrent to those considering entering the profession, and set against the workload of the last seven years, a definable push factor for those considering leaving teaching.
11. NAHT, in common with all bar one of the main teaching unions, has made a joint call for a **restorative pay rise** to both the previous Secretary of

³ [STRB 27th report](#), 2017 p 61

⁴ *Ibid.* p 62

⁵ *Ibid* p 62

⁶ [Lift the Cap: A fair deal for public sector workers](#), TUC p6

State and to the STRB itself in a joint submission to this Call for Evidence. We set out below why the STRB should echo this recommendation in your report to ministers.

12. We also explain why NAHT believes that the STRB should make a clear and unambiguous recommendation to the Secretary of State that **all** teachers and school leaders should receive an uplift to their pay. We are clear that the increase should make a significant step to restoring the **real value** of teachers' salaries. NAHT believes that a differential pay increase focused on teachers in the early years of their career, as outlined in the Secretary of State's letter of 7 December 2017,⁷ would prove both divisive and counterproductive.
13. NAHT urges the STRB to recommend that this pay increase must be **fully funded** and applied equally to all salaries and allowances in payment. The immense pressure on school budgets resulting from the current funding crisis means that it is imperative that new funding is available to all schools. Paying teachers and school leaders fairly cannot be at the expense of their pupils.

NAHT's own evidence

NAHT's 2017 recruitment survey – 'The Leaky Pipeline'⁸

14. In our evidence presented to the STRB on its 27th remit, NAHT set out clear findings from our third annual recruitment survey of members, evidencing school leaders' struggle to recruit to posts for all roles, from teachers to senior leaders. We also presented evidence of the impact of the school funding crisis, setting out members' experience of the effect of real terms cuts to school budgets.
15. NAHT's recent publication, *The Leaky Pipeline*⁹, sets out the findings from our most recent annual recruitment and retention survey. The full report is attached as Appendix 1.
16. For the fourth consecutive year, school leaders report difficulty in recruiting across all roles, from teachers to senior leaders. A very high proportion (81 per cent) of teaching vacancies were difficult to fill, 63 per cent were recruited with a struggle and almost one in five respondents (18 per cent) reported failing to recruit to a post at all. It's clear that the pressure on school budgets is now affecting recruitment, with one in three (33 per cent) respondents citing this as a reason for the failure to recruit (an increase of nine percentage points over the last year). It is therefore critical that pay

⁷ [Remit letter from the Secretary of State to the STRB Chair](#)

⁸ We attach *The Leaky Pipeline* at Appendix 1: the document sets out how the survey was conducted, the number of respondents and other relevant information.

⁹ <http://www.naht.org.uk/welcome/news-and-media/key-topics/pay-and-conditions/the-leaky-pipeline/>

increases are fully funded so that they can be fully implemented by all schools. Not funding pay increases risks better funded schools being able to recruit at the expense of other schools. NAHT's recent snapshot survey of 500 members supports this view.

- 22 per cent of respondents reported that their budget for 2017/18 was in deficit, while a further 14 per cent indicated that they had been forced to make significant cuts in order to achieve a balanced budget. Of those who reported a proposed deficit, 4 per cent stated that this amounted to over £200,000.
- Nearly 31 per cent of respondents believed that their budget will be unsustainable by 2019/20. This evidence demonstrates the extent to which school budgets have declined; the protection of budgets in cash terms has actually led to a significant real terms decrease driven by increases in costs, including rises in employers' national insurance and pension contributions of over 5.5% in 2015.¹⁰

17. Respondents also reported a rise in the failure to recruit to senior school leadership roles at deputy head, assistant head and vice principal level. The difficulty in recruiting to middle leadership roles also remains pronounced, for example in relation to posts carrying a teaching or learning (TLR) or special educational needs coordinator (SENCo) responsibility, only 17 per cent of roles were filled with ease; members reported difficulty in recruiting to 61 per cent of these posts, and in 23 per cent of cases, the school failed to recruit altogether.
18. Our survey evidences the STRB's recognition of the need for long term investment to strengthen teacher recruitment and retention. Two-thirds of school leaders who responded were aware of at least one member of their staff leaving the teaching profession for reasons other than retirement in the last year.
19. The survey evidence shows that over seven in ten school leaders reported turning to supply agencies for short or fixed term solutions to the failure to recruit, bringing already constrained school budgets under even greater pressure. Worryingly nearly half (44 per cent) of respondents reported that senior leaders were being reassigned from their management roles to cover teaching hours as a result of the failure to recruit. Such burdens, which often fall on deputy and assistant heads (and on head teachers in small primary schools) necessarily increases workload and stress, and affects their capacity to carry out their leadership roles. The risks to school performance, pupil outcomes and the oversight of key management functions are considerable. Many deputy and assistant heads oversee, for example, curriculum delivery or Special Educational Needs for pupils.

¹⁰ NAHT funding survey of members 2018, not yet published.

26. This is despite extraordinary levels of spending by the Department on recruitment advertising, bursaries and scholarships to encourage graduates to teach:
- Government has committed £1.3 billion over the course of the parliament to encouraging graduates to go into teaching¹⁵
 - In August 2016, approval was given to DfE to spend £16,680,000 on its annual marketing campaign ‘which aims to get 35,000 people to apply for a teacher training course each year’
 - £7.7 million was spent on the *Get into Teaching* campaign in the financial year to 31 March 2016.¹⁶
27. The real picture for recruitment to teacher training is, however, worse than at first appears because the TSM model does not take account of the shortfall in previous years, meaning that the real cumulative impact of the failure to recruit is masked.
28. In secondary subjects (taken collectively) recruitment fell from 87 per cent of the target in 2016/17, to 80 per cent in 2017/8. The same trend is evident for primary recruitment where recruitment fell by 8 per cent over the same period.¹⁷
29. Workforce data also fails to recognise that secondary subjects should be taught by subject specialists. Where subjects are taught by a non-specialist the vacancy is regarded as filled even though a teacher is unqualified in that subject. This has contributed to a situation where in 2016, for example, over 22 per cent of maths teachers, over 18 per cent of English teachers and over 37 per cent of Physics teachers had no relevant post A level qualification, according to the DfE’s own data.¹⁸ The TSM takes no account of this in the planning of, and recruitment to, future training places.
30. It is worth noting that the difficulties in teacher supply are likely to be underestimated by the Census. In addition to the ‘masking’ of the cumulative effects of missed targets, not all trainees come onto the ‘open market’ at the completion of their period of training because many are on employed school-based routes. Interesting work by Professor John Howson of TeachVac¹⁹ tracks and calculates the ‘available pool’ of trainees (those who will enter the job market), projecting supply forward and offering a more nuanced view than the Census.
31. Although caution should, of course, be exercised when considering monthly reports, there is a real risk that the latest data from UCAS may

¹⁵ [Government response to the Education Select Committee](#)

¹⁶ [Source: written question 69258](#)

¹⁷ <https://www.gov.uk/government/statistics/initial-teacher-training-trainee-number-census-2017-to-2018>

¹⁸ <https://www.gov.uk/government/statistics/school-workforce-in-england-november-2016>

¹⁹ <http://teachvac.co.uk/>

indicate that ITT recruitment is about to experience a catastrophic drop off. In any case, set against current supply it is imperative that immediate action is taken to make teaching more attractive. Pay is an obvious place to start, since the impact is immediate.

Teachers from other countries

32. The latest available data shows that the award of Qualified Teacher Status (QTS) to teachers from Australia, Canada, New Zealand and the USA fell by 16 per cent between the financial year 2015-16 and 2016-17 (to 1,715).²⁰
33. The award of QTS to qualified teachers from the European Economic Area (EEA) fell by 2 per cent over the same period to 4,690.²¹ It seems reasonable to assume that Britain's impending departure from the European Union will result in fewer EEA teachers seeking the award of QTS to work in the UK if freedom of movement ends, further exacerbating the teacher supply crisis. Equally there may be an as yet undefined impact on the existing supply of teachers from Europe who may lose their right to live and work here after Britain leaves the EU.
34. Our response to the Migration Advisory Committee's call for evidence on the economic impact of Britain leaving the European Union is attached at Appendix 2 and sets out the importance of securing a long term role for teachers from Europe in the profession.

Retention data

35. DfE has focused very little of its resources on retaining existing teachers. The National Audit Office report *Retaining and developing the teaching workforce* found that of the £35.7 million spent in 2016-17 programmes for teacher development and retention; just £91,000 was aimed at improving teacher retention.²²
36. However, there is plentiful data evidencing the lamentable retention rates for teaching.
 - NFER's *Teacher retention and turnover research*²³ draws the conclusion that 'Rising pupil numbers in England's schools and shortfalls in the number of new teacher trainees mean that retaining teachers who are already in the profession is all the more important for managing the future supply of teachers.'

²⁰ <https://www.gov.uk/government/statistics/initial-teacher-training-trainee-number-census-2017-to-2018>

²¹ *ibid*

²² <https://www.nao.org.uk/press-release/retaining-and-developing-the-teaching-workforce/>

²³ [NFER: Teacher Retention and Turnover Research](#)

- Seven per cent of primary and ten per cent of secondary head teachers leave headship before retirement age each year, and it appears that retention rates for head teachers are falling in secondary schools.²⁴
 - The proportion of working age teachers leaving the profession each year has increased since 2010 in both primary and secondary schools.²⁵ The DfE's own data shows that the proportion of teachers leaving teaching three years after qualification has rose to 26 per cent in 2016, a rise on 2015 (25 per cent – then the lowest rate since records began) and 2014 (23 per cent). The evidence suggests that it takes five years to become a really effective teacher, at which point a teacher begins to accrue significant additional value to the education system. The loss of so many teachers to the profession at the three year point therefore represents a costly loss.
 - Over half (52%) of all teachers leave the profession within ten years of qualifying,²⁶ just at the point when their accrued experience is likely to make them effective senior leaders.
37. The woeful retention rates in the teaching profession are incredibly costly. About 40% of teachers are not employed in a state school five years after completing their initial teacher training. The Institute for Fiscal Studies (IFS) found that teacher training costs, on average, £23,000 per trainee (in costs to both government and schools). However, taking account of the high drop-out rate the IFS estimated that £38,000 is spent on training for every teacher still in post five years after completing training.²⁷
38. The changing age profile shows that it is proving increasingly difficult to retain mid-career and older teachers, who hold a wealth expertise and knowledge, and the necessary experience to effectively mentor teachers at the early stages of their careers.
- Overall, the proportion of secondary teachers in the workforce aged 50 or over fell from 21.6 per cent in 2010 to 16.4 per cent in 2015.
 - Between 2010 and 2016 there have been increases in the number of younger teachers and decreases in the number of older teachers.
 - 24.9 per cent of FTE teachers are aged under 30; a 1.9 percentage point increase since 2010.
 - In 2016, 15.6% of FTE teachers were aged 50 to 60 compared with 21.7 per cent in 2010.²⁸

²⁴ [Keeping your head: NFER Analysis of Headteacher Retention](#)

²⁵ Opcit - NFER: Teacher Retention and Turnover Research

²⁶ [School workforce in England: November 2016](#)

²⁷ <https://www.ifs.org.uk/publications/8368>

²⁸ Ibid

39. It is worth noting that the apparently small differences in the rates at which teachers leave the profession masks important cumulative impacts. For example, an annual attrition rate of ten per cent compared to a rate of eight per cent appears to be a headline difference of only two percentage points, but actually leads to a seven percentage point difference in the number of teachers still in the profession after five years.²⁹

DfE workforce data

40. DfE has now recognised that its school census³⁰ provides only a partial picture of school vacancies. In November 2016 DfE census data indicated a 0.3 per cent vacancy rate (up from 0.2 per cent) equivalent to 920 vacancies.

41. However, 12.3 per cent of all state funded schools overall reported having *at least* one advertised vacancy or one temporarily filled post on census day. Broken down by phase, the data shows an increase from 6.9 to 8.9 per cent for primary schools, and 23 to 27 per cent for secondary schools between 2015 and 2016.

42. This shocking data reveals the impact of the supply crisis: one in four secondary schools, and approaching one in ten primary schools, had pupils being taught by *at least* one temporary member of staff, or had *at least* one vacancy. The lack of stable, permanent staffing has a profoundly negative impact on the progress and attainment of pupils, ultimately affecting outcomes for pupils, their life chances and overall school performance.

The case for an increase in the pay of teachers and school leaders

43. In our evidence presented to the STRB on its 27th remit, NAHT set out how the growth in private sector pay was affecting the graduate recruitment market, how the statutory salaries of teachers and school leaders had decreased in real terms since 2010, and how unfavourably starting salaries compared to leading graduate employers.

44. Since that submission the attractiveness of teaching as a graduate profession has weakened further by comparison to the overall employment market. In April 2017, median gross weekly earnings for full-time employees in the UK were £550, up 2.2% from £539 in 2016. The 2.2% growth seen this year is the joint highest since the economic downturn in 2008 (matching that seen in 2013 and 2016).³¹

45. In contrast to the general trend across OECD countries, teachers' statutory salaries in England were worth less in real terms in 2015 than they were in

²⁹ Ibid p 5

³⁰ Opcit - School workforce in England: November 2016

³¹ [Annual Survey of Hours and Earnings: 2017 provisional and 2016 revised results](#)

2005. For teachers with typical qualifications and 15 years of experience, and accounting for inflation over the period 2005-15, statutory salaries were worth 12% less in 2015 than in 2005.³²

46. Furthermore, the OECD found that teachers' salaries were between 9 and 16 per cent lower than other graduates,³³ and that average gross earnings for all comparator professions were over 20 per cent above those of secondary school teachers, and over 32 percent ahead of primary school teachers.³⁴ The Education Policy Institute (EPI) found that teachers' pay is below average when compared to similarly educated workers in the wider economy, and that in England the ratio between teachers' working hours and the average for the whole economy is 17 per cent greater than for teachers in other countries where pay is also below average.³⁵ These data do not paint a picture of a profession where remuneration is commensurate with hard work, long hours and stringent accountability.
47. Teaching competes for new graduates against careers and other professions with clear milestones for career and salary progression, and a commitment to an investment in continuing professional development (CPD). Once again, teaching compares badly to other professions. Our *Breaking point* survey demonstrated how difficult it is for school leaders to invest in their own staff, with 66 per cent of respondents telling us that they had been forced to make cuts to their CPD budgets.³⁶
48. The UK Graduate Careers Survey found that final year students now expect to earn a graduate starting salary of £24,300 (a modest increase of £200 on 2016), but crucially expect to be paid a salary of £43,200 five years after leaving university – a level of salary progression unlikely to be achieved in teaching. As noted in our last submission teaching cannot compete with leading graduate employers, where starting salaries range from £30,000 to £45,000.
49. Against this backdrop it is, perhaps, unsurprising that our 2017 recruitment survey shows disturbing new evidence that all too often recruitment campaigns fail to produce enough high-quality candidates. In 2017 the most commonly reported reason for struggling or failing to recruit a Newly Qualified Teacher (NQT) was a shortage of quality applicants in the area (cited by 60 per cent of respondents, a 16 per cent increase on 2016). A similar rise of 20 percentage points was recorded for all other roles overall, with 64 per cent of respondents reporting that a lack of quality was responsible for the failure to recruit. In some areas (particularly Opportunity Areas) it is even more difficult to attract good quality applicants.

³² [Education at a Glance: OECD Indicators \(UK\)](#)

³³ [OECD, Education at a Glance, 2017](#)

³⁴ [Incomes Data Research, 2016](#)

³⁵ <http://epi.org.uk/report/teacherworkload/>

³⁶ [NAHT Breaking Point survey](#)

50. It's clear that high quality graduates are less likely to be attracted to teaching as a profession when real pay has been in decline for nearly a decade. The level of reward is not commensurate with long working hours, a high stress environment underpinned by punitive measures of accountability and a high-stakes system of school inspection. Nor is such a system likely to deliver career longevity.
51. The evidence suggests the problems of teacher retention are further compounded in areas where the pay of other graduates is higher, and that those who teach in high priority subjects are the most responsive to external rates of pay. An IFS study underlined this finding; the probability of a teacher remaining in service decreases by 1 percentage point for a 10 percentage point increase in local wages. This effect is cumulative over time, meaning that over a period of five years a teacher would be one percentage point more likely to leave teaching *each year*.³⁷

Conclusion – the pressing need for an increase in pay

52. NAHT's view is that the case for an increase in the pay of teachers and school leaders was successfully made, and was accepted by the STRB, at the time of the 26th remit.
53. Now, two years later, there is compelling evidence that the restrictions that government has placed on the STRB's remit, has resulted in the teacher supply crisis becoming ever more acute. Indeed, we present deeply concerning evidence that recruitment to ITT courses may be approaching a **state of collapse** – the next few months will be critical.
54. NAHT knows that pay is not the only factor driving teachers out of the profession. However, it is an important factor, particularly because teaching struggles to compete with other graduate professions to **attract** the high quality graduates that our schools need and our pupils deserve. The shocking rise in concerns expressed by our members about the **quality** of applicants for teaching posts, gives real pause for thought. The years of public sector pay restraint have resulted in a real terms pay cut of over 10 per cent since 2010³⁸, but even this headline figure underestimates the losses to our members' who have seen also increased pension and national contributions over this period. The impact on morale, and the way in which the profession is viewed is incalculable.
55. NAHT therefore believes that **every** teacher deserves a **cost of living** pay rise that protects their salary against further erosion by the current and rising rate of inflation, along with a **restorative** element that makes a first step towards restoring all teaching salaries to their 2010 level. As noted above we therefore support a joint union call for a 5 per cent pay increase.

³⁷ <https://www.ifs.org.uk/publications/8368>

³⁸ [Lift the Cap: A fair deal for public sector workers](#), TUC p6

56. We urge the STRB to make a clear and unequivocal recommendation for a significant uplift to pay for all teachers. Any pay rise must be **fully funded** by government to ensure that all schools have the resources to deliver the pay award. Failing to fund the pay award would place school leaders in an impossible position of wanting to act fairly and justly, but in many cases they would not have the resources to do so. Such an eventuality would undermine morale further and is likely to have a negative impact on retention.
57. The weight of the evidence considered above, demonstrates that the problem of teacher supply runs across the education system. It is difficult to attract high quality graduates into the profession, hard to retain them in their first few years of teaching, and hugely problematic to hold on to them for more than ten years. Ensuring that there is a **pipeline** of future senior leaders, head teachers and system leaders is becoming more difficult year on year. As we noted in our evidence to the 27th remit, one estimate predicts a shortage of 19,000 school leaders by 2022, due to the age profile of current leaders and the lack of new leaders to replace them. NAHT has no evidence to suggest an improvement on that position.
58. We therefore urge the STRB **not** to adopt a differential approach to pay, focusing an increase on those in the very early years of teaching. NAHT's view is that this will do nothing to improve retention and will sap the morale of existing teachers who have endured seven years of cuts to real pay while delivering a new national curriculum and new assessment methodologies across all phases. Bluntly, adopting a differential approach to pay would be viewed as a kick in the teeth to existing teachers. The evidence from our members is that differentiated pay awards are hugely unhelpful, creating division among the teaching workforce and unnecessary management challenges for school leaders. Recruitment and retention are inextricably linked: the investment in incentives to bring recruits into teaching needs to be matched by similar on-going investment to retain teachers within the system, and at all career stages.
59. Nor is there any case that increases to pay should be focused on particular subjects, given that recruitment targets were missed in 2017 for all disciplines with the exception of history and PE. The slide in applications for history in the current recruitment round gives no room for complacency.
60. We suggest that the STRB recommend that teachers are formally recognised as **Key Workers**, in order to offset the impact of rising accommodation costs, the impact of which we set out in our response to the 27th remit. Our response noted that high housing costs affected teachers across almost all regions. Government should set out key worker incentives to offset living costs for teachers as part of a series of measures to drive better recruitment and retention rates.

61. The STRB should also recommend that specific actions are undertaken to **retain** serving **deputy and assistant head teachers**. Above, we have presented evidence about the way in which their leadership time is being eroded by a combination of the teacher supply crisis and the school funding crisis. NAHT urges the STRB to review the role of deputy and assistant heads, and vice principals, as defined in the School Teacher's Pay and Conditions Document and consider how to protect their **leadership time** in order that they are able to deliver their leadership responsibilities.
62. At the same time, it would be prudent to consider how the STPCD might be **amended** to reflect the new forms of school leadership that have emerged in recent years, in order to clarify the role, accountabilities and responsibilities of **executive heads and heads of school**. These roles are currently unspecified and uncodified, leading to considerable variation in how they are delivered and remunerated. These critical, publicly funded roles should be defined and formalised; clarity would be of overall benefit to the school system and help to add shape to the career structure in teaching, and may benefit retention among experienced leaders, offering a broader and better defined career structure.
63. As a matter of **fairness and justice** all teachers and school leaders require an annual cost of living increase that ensures that their salaries keep pace with rising prices, so that no teacher or school leader is worse off in real terms from year to year. We urge the STRB to adopt this principle, and to make a recommendation that will also begin to restore the real value of all teachers' salaries to 2010 levels over a defined period.

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NAHT

Attachments:

- Appendix 1: *The Leaky Pipeline*, NAHT Recruitment and Retention survey, 2017
- Appendix 2: NAHT response to the Migration Advisory Committee's call for evidence on the economic and social impacts of the UK's exit from the European Union, October 2017