



Department
for Education

Teachers' Standards

Myths and Facts

Myth: Schools can keep their existing Performance Management (PM) policies because the new Appraisal Regulations are permissive and do not require anything new.

Fact: Schools cannot retain their current PM policies because, although the new Appraisal Regulations allow schools much more flexibility than the 2006 Performance Management regulations, they have introduced one important new requirement. In future, teachers' performance must be assessed against the Teachers' Standards. Appraisal policies that do not provide for this assessment will not comply with the 2012 Appraisal Regulations.

Myth: The Teachers' Standards apply only in maintained schools.

Fact: Academies and Independent schools will not have to assess their teachers' performance against Part One of the Teachers' Standards as part of an annual appraisal process. If they take part in statutory induction arrangements, however, they will have to assess NQTs against the Standards at the end of their induction period.

From September 2012 Ofsted inspectors will consider the extent to which the Teachers' Standards are being met when assessing the quality of teaching in schools (including Academies).

Part Two of the Teachers' Standards apply to all teachers, including those in Academies and independent schools.

Myth: Head teachers, other members of the Leadership group post-Threshold, Excellent Teachers, ASTs and QTLS teachers should not be assessed against the Teachers' Standards

Fact: As part of the annual appraisal process, the performance of all teachers in maintained schools, except QTLS teachers, must be assessed against the Teachers' Standards. Schools may also wish to assess teachers against higher standards that are relevant to them.

It is up to schools to decide which standards to use when assessing the performance of QTLS teachers. There is no requirement to use the Teachers' Standards, but they can do so if they wish. All teachers should be told at the beginning of the appraisal period the standards against which they will be assessed.

Myth: Teachers' performance will be assessed against the Teachers' Standards from 1 September 2012

Fact: Although the Appraisal Regulations come into force on 1 September 2012, most teachers' next appraisals are likely to take place under the 2006 performance management regulations, because those regulations continue to apply in relation to any performance management cycle already in progress on 1 September 2012.

From September 2012, if teachers apply to be assessed against higher standards eg the post-Threshold standards, the first step will be for the head teacher to assess them against the Teachers' Standards.

Myth: Schools will need to assess teachers' performance in detail against each of the Teachers' Standards, using a point system, and to record those assessments in written appraisal reports

Fact: The new standards are presented as separate headings, each of which is accompanied by a number of bulleted sub-headings. The bullets are an integral part of the standards, designed to amplify the scope of each heading. They should not be interpreted as separate standards in their own right, but used by those assessing teachers to track progress against the standard, to determine areas where additional development might need to be observed, or to identify areas where teachers are already demonstrating excellent practice.

There is no requirement to record detailed assessments against each of the Teachers' Standards and bullets. Teachers' written appraisal reports must include an assessment of their performance against the standards against which they are being assessed. It is up to individual schools to decide how detailed those assessments should be.

Myth: Schools should adopt a model which exemplifies the Teachers' Standards at three new Career Stages for teachers: NQTs, mid-career teachers and more experienced practitioners

Fact: Each teacher's performance should be assessed against the Teachers' Standards to a level that is consistent with what should reasonably be expected of that teacher, given their current role and level of experience. The three stages described are not rigid career stages, but examples of different levels of experience that teachers might have. Schools will naturally have higher expectations of their experienced teachers than they will of their NQTs.

The Review of Teachers' Standards considered and rejected the suggestion that expectations should be defined or exemplified for teachers at different stages in their career. The Government agrees that it is not necessary or helpful for schools to adopt rigid models that seek to set out exactly what the Teachers' Standards mean for teachers at different points on the pay scale. Neither is it desirable to substitute additional descriptors for the wording used in the Standards.

Head teachers and other appraisers should use their professional judgement and common sense when appraising teachers' performance against the Teachers' Standards.

Myth: the post-Threshold, Excellent and Advanced Skills Teacher standards are being replaced with a Master Teacher standard.

Fact: The second report of the independent Review of Teachers' Standards recommended that the standards for Post-Threshold, Excellent and Advanced Skills Teachers should be discontinued and that a new Master Teacher Standard should be introduced.

The Secretary of State welcomed these recommendations in principle, but the School Teachers' Review Body will need to advise on the implications for pay should those standards be discontinued. No decision has yet been taken and the current post-Threshold, ET and AST standards will continue as they are for the time being.