



Myth: Schools can keep their previous 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 important new requirements in relations to assessing teachers' 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 do 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 do have to assess NQTs against the Standards at the end of their induction period.

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 applies to all teachers, including those in academies and independent schools.

Myth: Headteachers, 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. From 1 September 2013 this will include teachers on the pay range for leading practitioners. Schools may also wish to assess teachers against higher standards that are relevant to them. **All teachers should be told at the beginning of the appraisal period the standards against which they will be assessed.**

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

Myth: When assessing performance against the Teachers' Standards, appraisers should assume that teachers are meeting them in the absence of evidence to the contrary.

Fact: The regulations require teachers' performance to be assessed against the relevant standards in every appraisal cycle. How appraisers do that is up to the school concerned, but **there should be an active assessment, not simply an assumption that the standards are being met.** No teacher should be assessed as not meeting the standards unless there is evidence to support that.

Myth: Schools should assess teachers' performance in detail against each of the Teachers' Standards and bullets.

Fact: The standards are presented as separate headings, each of which is accompanied by a number of bullet points. The bullets are an integral part of the standards, designed to illustrate 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. **It is up to headteachers and other appraisers to use their professional judgement and common sense in deciding to what extent the bullets can reasonably be expected of a teacher based on that individual's role and level of experience.** Teachers' performance should not necessarily be deemed to be failing to meet the standards simply because they do not actively demonstrate that they are fulfilling all the requirements in the bullet points.

Myth: Schools need to record detailed assessments of teachers' performance against the Teachers' Standards in their written appraisal reports.

There is no requirement to record detailed assessments against each of the Teachers' Standards and bullets. Teachers' written appraisal reports must, however, include an overall assessment of their performance against the standards according to 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 specific career stages: NQT, mid-career teacher and more experienced practitioner.

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.

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