



Department
for Education

Teachers' Standards, appraisal regulations and pay reform

Research report

April 2014

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Foundation for Educational Research

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Executive Summary

Introduction

The Department for Education (DfE) submitted 13 questions to the National Foundation for Education Research (NFER) Teacher Voice Omnibus Survey in November 2013. The questions covered the awareness and impacts of the new Teachers' Standards, appraisal regulations and pay reform. The questions examined:

- views on the operation of the Teacher Standards and appraisal regulations including whether it has become easier for appraisers to assess teachers performance with the introduction of the standards;
- awareness of the capability arrangements and whether the school has adopted the DfE's optional model capability policy;
- views on pay and progression linked to performance including whether schools should determine the pay of individual teachers on the basis of their performance rather than the length of service.

A panel of 1,524 practising teachers from 1,164 schools in the maintained sector in England completed the survey. The panel included teachers from the full range of roles in primary and secondary schools, from headteachers to newly qualified class teachers. Forty nine per cent (750) of the respondents were teaching in primary schools and 51 per cent (774) were teaching in secondary schools. Sixty-seven per cent of these teachers (87% of primary teachers and 47% of secondary teachers) were teaching at a school maintained by the Local Authority and a number of questions were filtered only to those teachers.

Key findings

Teachers' Standards and teacher appraisal

- The majority of the surveyed teachers had their performance assessed against the Teachers' Standards and their objectives.
- Around one-third (34%) of all teachers considered that it had become easier for appraisers to assess their performance with the introduction of the Teachers' Standards and appraisal regulations. Similar proportions felt that it had not become easier or did not know.
- There was a lack of consensus amongst surveyed teachers about the extent to which they agreed that their appraisal outcomes provide a fair basis for recommendations for their pay; over one third agreed or strongly agreed while a similar proportion disagreed or strongly disagreed. Analysis by seniority of respondent showed that over two-thirds of senior leaders agree with this statement compared to 28 per cent of classroom teachers.

- The majority of senior leaders (79%) agreed or strongly agreed that their appraisal report includes an assessment of their training and development needs. This compares with just under half of classroom teachers, suggesting that there is scope for developing a consistent approach amongst all staff.

Capability arrangements

- Nearly half of senior leaders (47%) reported that their school had adopted a model policy from a local authority, while nearly one in five had adopted the DfE's optional model capability policy.
- Just over half of surveyed teachers were aware of the arrangements introduced in September 2012 which require local authority maintained schools and new academies to provide details of teachers who have been subject to capability in the two previous years.

New pay arrangements for teachers

- The majority of teachers understand how their future pay progression will be linked to their performance.
- There was little consensus amongst teachers about whether schools should determine the pay of individual teachers on the basis of their performance rather than length of service; 43 per cent agreed or strongly agreed; 38 per cent disagreed or strongly disagreed and a further 18 per cent neither agreed nor disagreed. Senior leaders were more in agreement than their classroom counterparts (66% versus 36% of classroom teachers).
- Nearly half of teachers disagreed or strongly disagreed that the new pay arrangements would reward them appropriately for the quality of their teaching.

Conclusions and implications for the client

The findings from this series of questions indicate that the majority of teachers who responded to the survey had their performance assessed against both the Teachers' Standards and their objectives over the last year. However, responses were more mixed about whether it had become easier for appraisers to assess teachers' performance with the introduction of the standards and regulations.

Responses indicated that just under half of all teachers felt that the new arrangements made it easier to identify and tackle underperformance. Around one-third of respondents felt that the arrangements had no effect. Senior leaders were more positive in their response about the impact of the arrangements which may reflect their level of involvement in managing performance.

Some differences emerged by school phase. For example, primary teachers were more likely than secondary teachers to agree or strongly agree that their appraisal outcomes provide a fair basis for recommendations about their pay.

The majority of the respondent sample understood how their future pay progression will be linked to their performance. Just over two-fifths of teachers agreed or strongly agreed that pay should be determined on the basis of performance. Nonetheless, nearly half of respondents disagreed or strongly disagreed that the new pay arrangements would reward them appropriately for the quality of their teaching. Interestingly, primary teachers more commonly reported that they agreed with this statement.

Introduction

The Department for Education (DfE) submitted 13 questions to the NFER's Teacher Voice Omnibus Survey in November 2013. The questions covered the awareness and impacts of the new teachers' standards, appraisal regulations and pay reform. The questions examined:

- views on the operation of the Teacher Standards and appraisal regulations including whether it has become easier for appraisers to assess teachers' performance with the introduction of the standards;
- awareness of the capability arrangements and whether the school has adopted the DfE's optional model capability policy;
- views on pay and progression linked to performance including whether schools should determine the pay of individual teachers on the basis of their performance rather than the length of service.

This report provides analyses of the responses to these questions, along with supporting information about the survey in Annex 1. Results are presented by school phase (primary and secondary in the main report), by seniority of respondent in Annex 2 (the two categories are: senior leaders, which includes headteachers, deputy headteachers and assistant headteachers; and teachers not holding these senior positions, who are referred to in this report as classroom teachers). Background characteristics of respondents are also presented in Annex 2. This report forms one part of the output from the Omnibus survey. The analysis is also presented in a set of electronic tables produced separately.

Context

New Teachers' Standards and appraisal regulations came into effect in September 2012. The new Standards replace those that were previously required to achieve Qualified Teacher Status (QTS), to pass induction (Core) and the Code of Conduct and Practice for registered teachers developed by the General Teaching Council for England (GTCE). They are used to assess teachers' performance on an annual basis as part of the new appraisal arrangements¹.

The new Standards introduce some significant changes in terms of structure, content and application and apply to the vast majority of teachers, regardless of their career stage. The Standards need to be applied, as appropriate, to the role and context within which a

¹Department for Education (2012) *Teachers' Standards*. [online] Available: <https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00066-2011> [28 November 2013].

trainee or teacher is practising, and hence, the professional judgement of headteachers and appraisers is central in the new process.

At the same time, new arrangements were introduced requiring information to be passed onto a prospective employer about a teacher where there have been performance concerns which have subsequently resulted in capability proceedings being undertaken during the past two years².

The 2013 School Teachers' Pay and Conditions (STPCD) document³ produced by the DfE outlines arrangements which give school leaders the freedom to reward good teachers with a greater salary.

The questions posed by the DfE within the Omnibus survey will provide data on how schools have responded to the new Standards, appraisal regulations and pay reform.

Analysis of findings

The sample

A panel of 1,524 practising teachers from 1,164 schools in the maintained sector in England completed the survey. The panel included teachers from the full range of roles in primary and secondary schools, from headteachers to newly qualified class teachers. Forty nine per cent (750) of the respondents were teaching in primary schools and 51 per cent (774) were teaching in secondary schools. Sixty-seven per cent of these teachers (87% of primary teachers and 47% of secondary teachers) were teaching at a school maintained by the Local Authority (see Table 18 in Annex 2) and a number of questions were filtered only to those teachers.

The sample was weighted where necessary to ensure that it was representative and included teachers from a wide range of school governance types and subject areas. Special schools and Pupil Referral Units were not included in the sample. Sample numbers were sufficient to allow for comparisons between the primary and secondary sectors. A similar set of questions focused on the impact of the arrangements on identifying and tackling underperformance were submitted by the DfE in November 2012⁴

² Department for Education. *Arrangements to provide details about teacher capability* [online]. Available: <http://www.education.gov.uk/schools/leadership/deployingstaff/a0022401/arrangements-teacher-capability> [28 November 2013].

³ Department for Education. *School teachers' pay and conditions 2013*. [online]. Available: <http://www.education.gov.uk/g00227186/school-teachers-pay-and-conditions-2013> [28 November 2013].

⁴ Lamont, E. and Pyle, K. (2013). NFER Teacher Voice Omnibus Survey: New Teachers' Standards and Appraisal Regulations [online]. Available: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/190920/DFE-RR283.pdf [28 November 2013].

and where appropriate, comparisons over time have been made. Detailed information about the sample is given in Annex 1 of this report.

Teachers' Standards and teacher appraisal

This section examines the extent to which teachers' performance has been assessed against the new standards and their views on whether appraisal outcomes provide a fair basis for recommendations about pay. Teachers' perceptions of the impact that the arrangements have had on identifying and tackling underperformance are also explored. These questions were routed only to those respondents teaching at a school maintained by the Local Authority (this does not include academies or free schools).

Whether performance has been assessed against the Teachers' Standards and objectives

The first question asked teachers comment on whether their performance over the last year has been assessed against both the Teachers' Standards and their objectives (Table 1 below).

Table 1 Has your performance over the last year been assessed against both the Teachers' Standards and your objectives?

	All %	Primary %	Secondary %
Yes	79	78	79
No	16	16	15
Don't Know	6	5	6
No response	0	0	0
Total %	100	100	100
N =	1004	656	348

Due to rounding, percentages may not sum to 100.

The percentages in this table are weighted separately by FSM rates for 'all' schools and 'secondary' schools. Percentages are not weighted for 'primary' schools.

This question has been filtered to a subset of respondents.

Source: NFER Omnibus Survey November 2013.

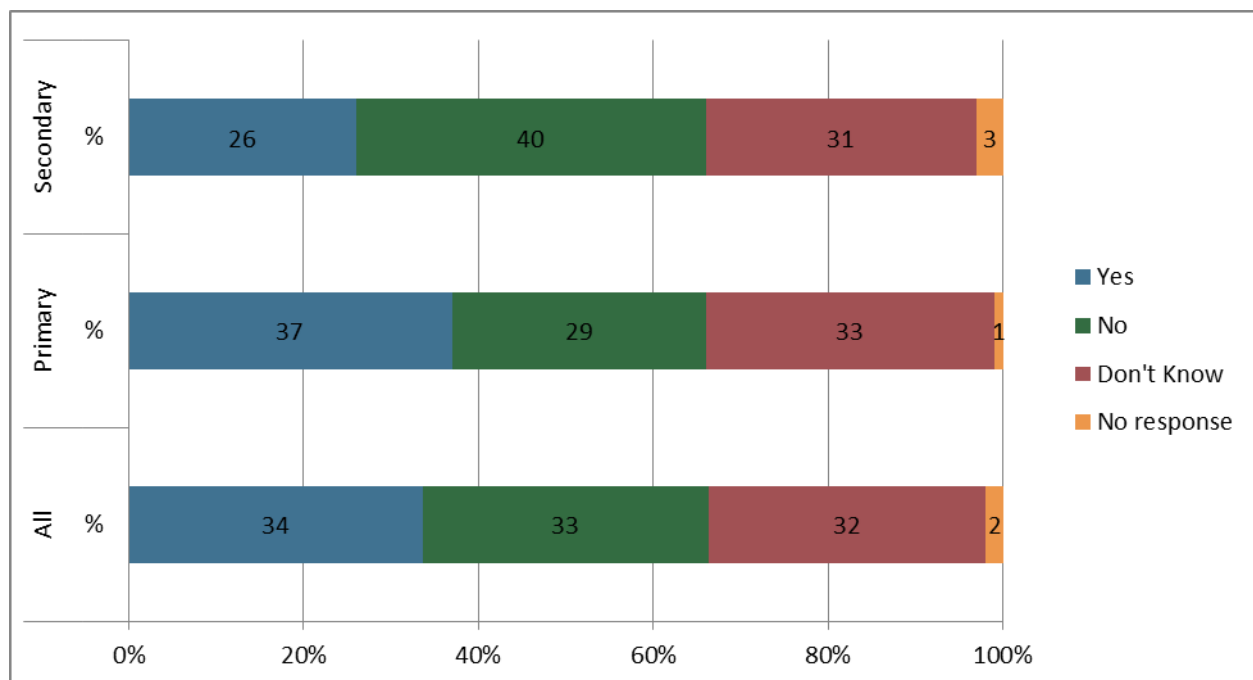
The data shows that the majority of respondents (79%) had their performance assessed against the standards and objectives, while a further 16 per cent reported that this was not the case. Responses by school phase were similar.

It was more common for senior leaders than classroom teachers to comment that their performance has been assessed against the standards and objectives (84% compared with 77%) which may reflect a greater awareness amongst senior leaders of the appraisal regulations.

Whether it has become easier for appraisers to assess teachers' performance with the introduction of the Teachers' Standards and Appraisal Regulations

The next question asked teachers whether it has become easier for appraisers to assess their performance with the introduction of the Teachers' Standards and Appraisal Regulations. Figure 1 sets out the results. Responses to this question were mixed; around a third of respondents felt it had become easier or had not become easier (34% and 33% respectively). A further 32 per cent of teachers responded 'don't know' to this question.

Figure 1. Has it become easier for appraisers to assess teachers' performance with the introduction of the Teachers' Standards and Appraisal Regulations?



Due to rounding, percentages may not sum to 100.

The percentages in this table are weighted separately by FSM rates for 'all' schools and 'secondary' schools. Percentages are not weighted for 'primary' schools.

This question has been filtered to a subset of respondents.

Source: NFER Omnibus Survey November 2013.

Analysis by phase of respondent revealed that a larger proportion of primary teachers (37%) than their secondary counterparts (26%) felt that it had become easier for appraisers to assess teachers' performance with the introduction of the Teachers' Standards and Appraisal Regulations.

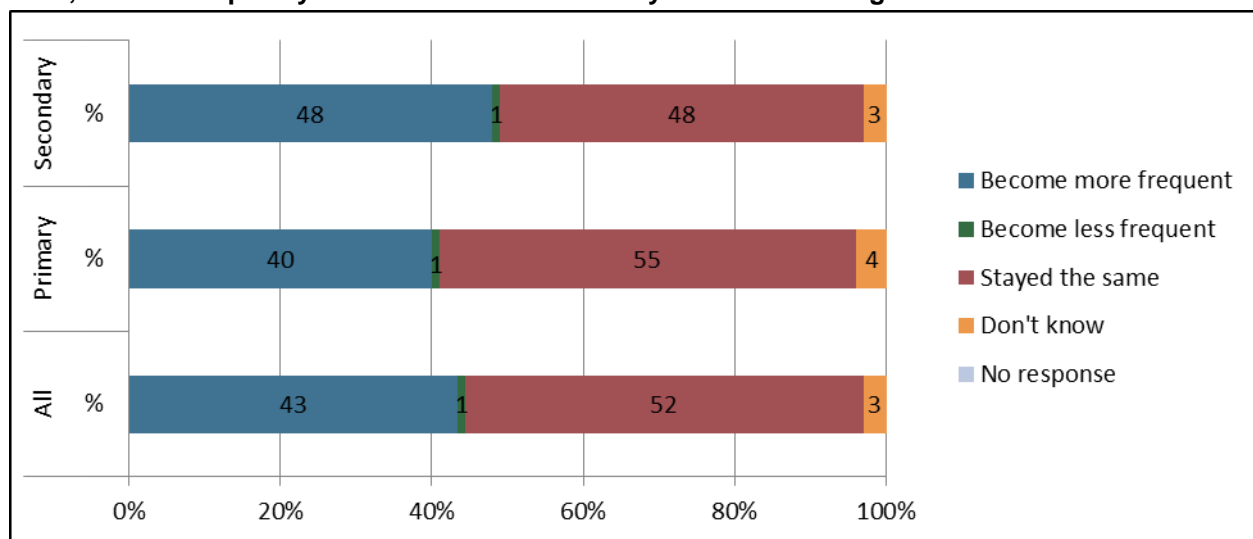
Responses were also analysed by seniority of respondent (see Table 19). As might be expected given that they are more likely to be carrying out staff appraisals, the findings revealed that proportionally more senior leaders than their classroom counterparts felt

that the introduction of the Teachers' Standards and Appraisal Regulations had helped appraisers in the assessment process (58% compared with 26%). In addition, primary senior leaders were more positive in their response than secondary senior leaders; 62 per cent felt that it had become easier to assess teaching performance (compared with 43% of secondary senior leaders). However, given the small number of secondary senior leaders (N=52), this finding should be treated with caution.

Whether the frequency of lesson observations has changed since the introduction of the appraisal arrangements

Figure 2 shows that just over half of the respondent sample felt that the frequency of lesson observations in their school had stayed the same since the introduction of the appraisal arrangements in September 2012. Just over two-fifths of respondents (43%) felt that lesson observations had become more frequent, while just one per cent reported a decrease.

Figure 2 In your experience, since the introduction of the appraisal arrangements in September 2012, has the frequency of lesson observations in your school changed?



Due to rounding, percentages may not sum to 100.

The percentages in this table are weighted separately by FSM rates for 'all' schools and 'secondary' schools. Percentages are not weighted for 'primary' schools.

This question has been filtered to a subset of respondents.

Source: NFER Omnibus Survey November 2013.

Small differences occurred by school phase. For example, secondary teachers were more likely than primary teachers to report that lesson observations had become more frequent (48% compared with 40%).

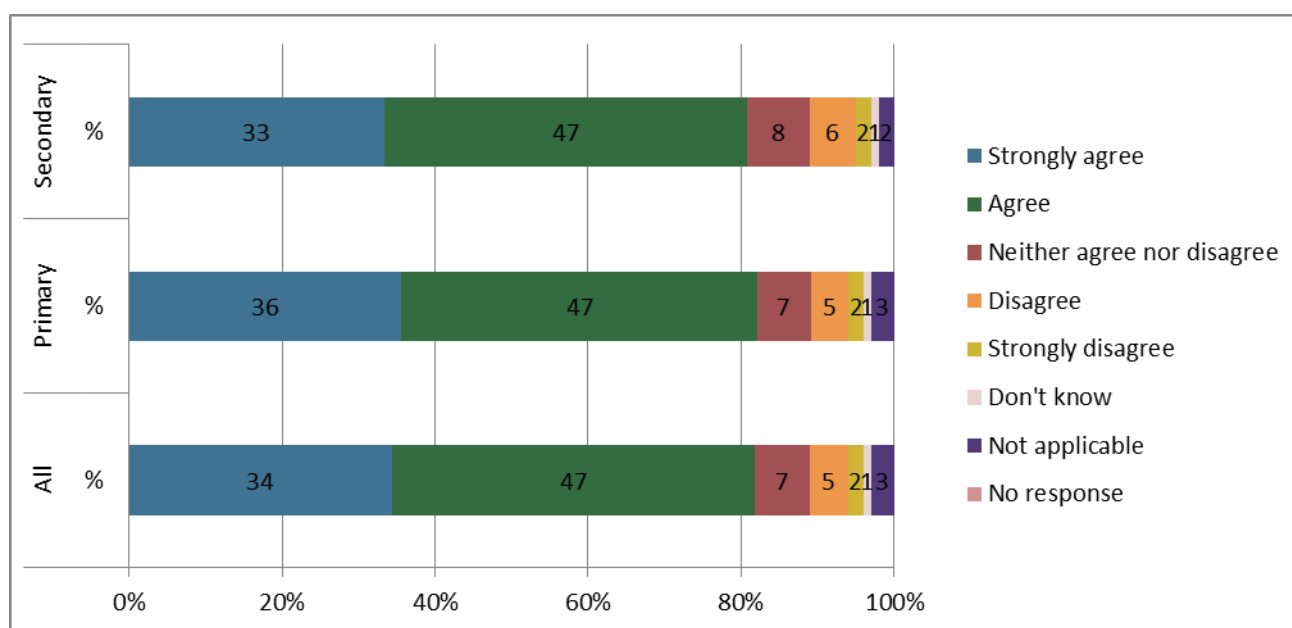
Perceptions about the frequency of lesson observations differed by seniority of respondent. It was more common for classroom teachers to report that the frequency had

increased (47% versus 29%); while senior leaders were more likely to state that they had stayed the same (71% compared with 46%).

Perceptions of whether objectives relate to improving the education of pupils against their prior attainment

The next question asked teachers to comment on the extent to which they agreed with a series of statements about the appraisal arrangements. As Figure 3 shows, the majority of teachers agreed or strongly agreed that their objectives relate to improving the education of pupils against their prior performance (81 per cent). There was minimal difference in response between respondents by school phase.

Figure 3 My objectives relate to improving the education of pupils against their prior attainment.



Due to rounding, percentages may not sum to 100.

The percentages in this table are weighted separately by FSM rates for 'all' schools and 'secondary' schools. Percentages are not weighted for 'primary' schools.

This question has been filtered to a subset of respondents.

Source: NFER Omnibus Survey November 2013.

Analysis by seniority of respondent indicated that a higher proportion of senior leaders (93%) than classroom teachers (77%) agreed or strongly agreed that their objectives relate to improving the education of pupils against their prior attainment.

Perceptions of whether appraisal outcomes provide a fair basis for recommendations about pay

Table 2 shows the extent to which respondents agreed that their appraisal outcomes provide a fair basis for recommendations about their pay. Responses were more mixed.

Over one third of all teachers agreed or strongly agreed that their 2013 appraisal outcomes provide a fair basis for recommendations about their pay (37%); while a similar proportion disagreed or strongly disagreed with this statement (35%).

Some differences emerged by school phase. For example, primary teachers were more likely than secondary teachers to agree or strongly agree that their appraisal outcomes provide a fair basis for recommendations about their pay (40% versus 31% respectively).

Here again, there was some variation in responses by seniority of respondent. Sixty seven per cent of senior leaders were in agreement with this statement compared with 28 per cent of classroom teachers. In particular, senior leaders were proportionally more likely to strongly agree with this statement (30% compared with 5% of classroom teachers).

Table 2 My 2013 appraisal outcomes provide a fair basis for recommendations about my pay.

	All %	Primary %	Secondary %
Strongly agree	11	11	9
Agree	26	29	22
Neither agree nor disagree	18	17	20
Disagree	21	20	21
Strongly disagree	14	12	19
Don't know	3	4	2
Not applicable	7	7	6
No response	0	0	0
Total %	100	100	100
N =	1004	656	348

Due to rounding, percentages may not sum to 100.

The percentages in this table are weighted separately by FSM rates for 'all' schools and 'secondary' schools. Percentages are not weighted for 'primary' schools.

This question has been filtered to a subset of respondents.

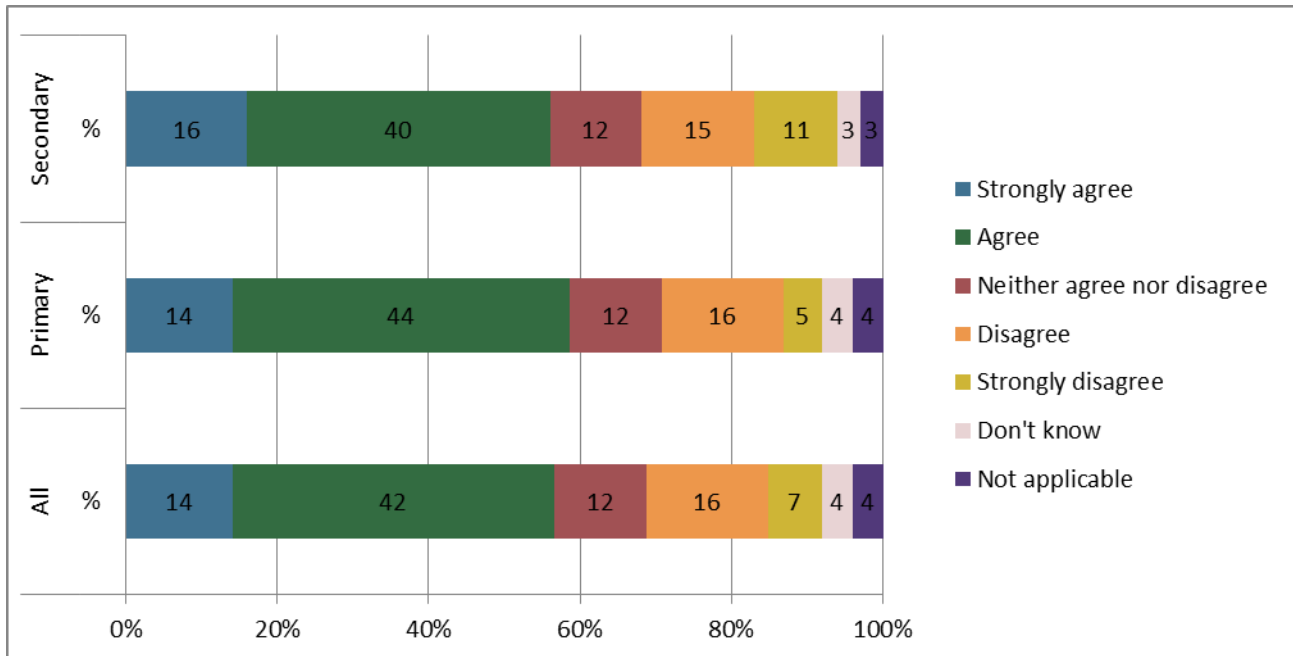
Source: NFER Omnibus Survey November 2013.

Whether appraisal reports include an assessment of training and development needs

Teachers were also asked to comment on the extent to which they agreed that their appraisal report includes an assessment of their training and development needs (as set out in Figure 4 below). Fifty-six per cent of respondents agreed or strongly agreed with

this statement; 23 per cent disagreed or strongly disagreed and 12 per cent neither agreed nor disagreed. There were some small variations in response by school phase; for example, secondary teachers were proportionally more likely to strongly disagree that their appraisal report includes an assessment of their training and development needs (11% versus 5% of primary teachers).

Figure 4 My appraisal report includes an assessment of my training and development needs.



Due to rounding, percentages may not sum to 100.

The percentages in this table are weighted separately by FSM rates for 'all' schools and 'secondary' schools. Percentages are not weighted for 'primary' schools.

This question has been filtered to a subset of respondents.

Source: NFER Omnibus Survey November 2013.

The majority of senior leaders (79%) agreed or strongly agreed that their appraisal report includes an assessment of their training and development needs, compared with just under half (49%) of their classroom counterparts. While the reasons for such variation were not explored in this survey, this could suggest the need to ensure a consistent approach is adopted for all teachers.

Impact of the arrangements on *identifying* underperformance

The next question asked teachers to comment on whether the arrangements for managing teacher performance introduced in September 2012 have made it easier or harder for schools to *identify* underperformance. The responses are shown in Table 3 below.

Table 3 Have the arrangements for managing teacher performance introduced in September 2012 made it easier or harder for schools to identify underperformance?

	All %	Primary %	Secondary %
Much easier	11	12	10
Somewhat easier	38	38	37
No effect	33	32	35
Somewhat harder	2	2	3
Much harder	1	1	2
Don't know	15	15	13
No response	0	0	0
Total %	100	100	100
N =	1004	656	348

Due to rounding, percentages may not sum to 100.

The percentages in this table are weighted separately by FSM rates for 'all' schools and 'secondary' schools. Percentages are not weighted for 'primary' schools.

This question has been filtered to a subset of respondents.

Source: NFER Omnibus Survey November 2013.

Just under half of all teachers (49%) felt that the arrangements have made it easier for schools to *identify* underperformance (either 'much' or 'somewhat' easier). This represents a six percentage point decrease from the November 2012 survey when teachers were asked for their early perceptions⁵. In line with the previous findings, one third of respondents (33%) thought that it had no effect. Only three per cent felt that the new arrangements had made it harder (either 'somewhat' or 'much' harder). Responses by school phase were largely similar.

Senior leaders were proportionally more likely than their classroom counterparts to report that the new arrangements made it 'much easier' to identify underperformance (19% as shown in Table 20). In contrast, a greater proportion of classroom teachers reported 'don't know' (19% versus 2%)..

Impact of the arrangements on *tackling* underperformance

Table 4 shows teachers' responses to whether the arrangements for managing teacher performance had made it easier or harder for schools to *tackle* underperformance. The findings largely reflect those in Table 3 above.

⁵ The question in the November 2012 survey asked respondents 'whether or not you think the new arrangements for managing teacher performance introduced in September 2012 will make it easier or harder for schools to identify underperformance'.

Table 4 Have the arrangements for managing teacher performance introduced in September 2012 made it easier or harder for schools to tackle underperformance?

	All %	Primary %	Secondary %
Much easier	12	13	11
Somewhat easier	36	38	33
No effect	32	30	35
Somewhat harder	3	2	4
Much harder	1	1	2
Don't know	16	17	16
No response	0	0	0
Total %	100	100	100
N =	1004	656	348

Due to rounding, percentages may not sum to 100.

The percentages in this table are weighted separately by FSM rates for 'all' schools and 'secondary' schools. Percentages are not weighted for 'primary' schools.

This question has been filtered to a subset of respondents.

Source: NFER Omnibus Survey November 2013.

Just under half of the teacher sample (48%) thought that the new arrangements had made it easier for schools to *tackle* underperformance. Around one-third of respondents reported that it had no effect. Senior leaders were more positive in their response about the impact of the arrangements (see Table 21). For example, 20 per cent felt the arrangements made it 'much easier' compared with nine per cent of classroom teachers. Again, classroom teachers were proportionally more likely to say 'don't know' to this question (21% versus 1% of senior leaders).

Capability arrangements

This section explores the extent to which schools have adopted the DfE's optional model capability policy and examines teachers' awareness of the new arrangements requiring schools to provide details of teachers who have been subject to capability.

Whether schools adopted the optional model capability policy

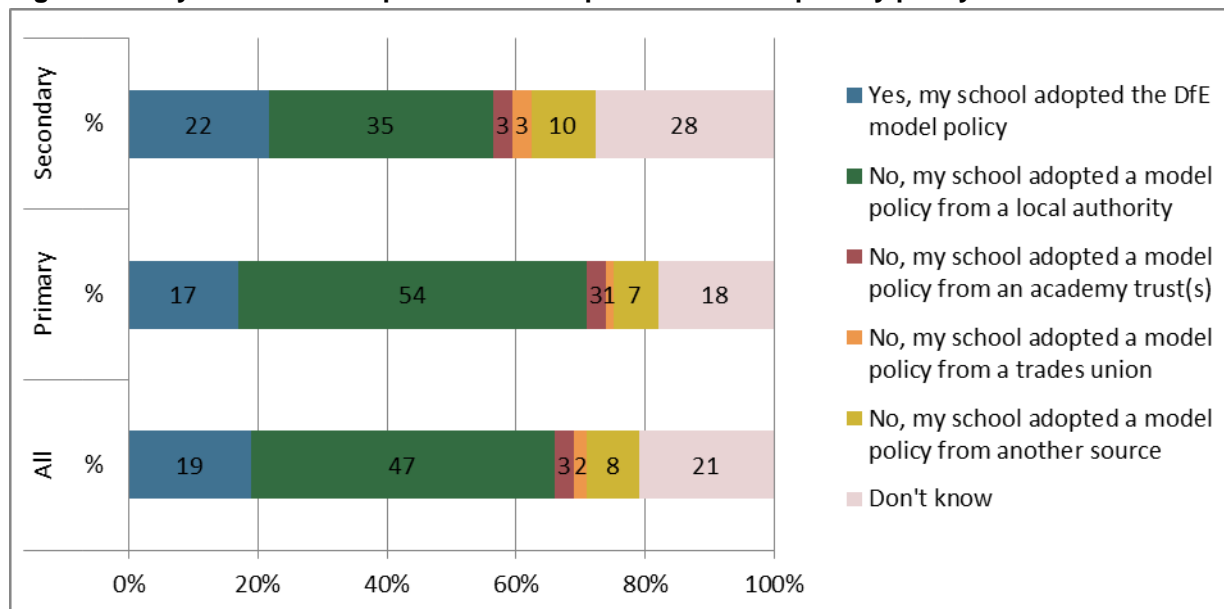
The following set of questions were only asked of senior leaders. Survey respondents were asked to comment on whether their school had adopted the DfE's optional model capability policy⁶. As Figure 5 shows, around one-fifth of senior leaders reported that their school had done so, whilst nearly half (47%) said that a model policy from a local

⁶ These questions were asked of senior leaders from LA maintained schools, academies and free schools.

authority had been adopted. It is also worth noting that around one in five senior leaders were unsure.

Analysis by school phase revealed some differences. Fifty-four per cent of primary senior leaders reported that their school had adopted a policy from a local authority compared with 35 per cent of their secondary counterparts.

Figure 5 Has your school adopted the DfE's optional model capability policy?



Due to rounding, percentages may not sum to 100.

The percentages in this table are weighted separately by FSM rates for 'all' schools and 'secondary' schools. Percentages are not weighted for 'primary' schools.

This question has been filtered to a subset of respondents.

Source: NFER Omnibus Survey November 2013.

Awareness of arrangements to provide details of teachers who have been subject to capability

The next question asked senior leaders whether they were aware of the arrangements introduced in 2012 that require LA-maintained schools (and new academies) to provide details of teachers who have been subject to capability in the previous two years when asked by prospective employers. The results are presented in Table 5 below.

Table 5 Were you aware that in September 2012 arrangements were introduced to require LA-maintained schools (and new academies) to provide details of teachers who have been subject to capability in the previous two years when asked by prospective school employers?

	All %	Primary %	Secondary %
Yes	51	53	48
No	44	42	46
Don't Know	4	4	4
No response	2	1	3
Total %	100	100	100
N =	327	217	110

Due to rounding, percentages may not sum to 100.

The percentages in this table are weighted separately by FSM rates for 'all' schools and 'secondary' schools. Percentages are not weighted for 'primary' schools.

This question has been filtered to a subset of respondents.

Source: NFER Omnibus Survey November 2013.

Just over half of the senior leaders (51%) were aware of these arrangements. Some differences emerged by school phase. For example, there appeared to be a slightly greater awareness amongst primary senior leaders than their secondary counterparts (53% versus 48% respectively).

Whether the arrangements have improved information when making teacher appointments

As can be seen from Table 6 below, 37 per cent of respondents felt that the new arrangement had improved the information they received when making teacher appointments, while 35 per cent said that it had not improved the information they received. A further 27 per cent responded 'don't know' which could suggest that the new arrangements have yet to be used by some schools.

Table 6 Has this improved the information to you/your school/academy when making teacher appointments?

	All %	Primary %	Secondary %
Yes	37	38	37
No	35	30	44
Don't Know	27	32	19
No response	1	1	0
Total %	100	100	100
N =	166	114	52

Due to rounding, percentages may not sum to 100.

The percentages in this table are weighted separately by FSM rates for 'all' schools and 'secondary' schools. Percentages are not weighted for 'primary' schools.

This question has been filtered to a subset of respondents.

Source: NFER Omnibus Survey November 2013.

New pay arrangements for teachers

This section explores teachers understanding of how their future pay progression will be linked to their performance.

Whether teachers understand how their future pay progression will be linked to performance

The final set of questions which were asked of all staff in LA-maintained schools focused on the new pay arrangements for teachers. As Table 7 shows, the majority of survey respondents (78%) understand how their future pay progression will be linked to their performance. There were very small differences in responses between teachers from primary and secondary schools.

Table 7 Do you understand how your future pay progression will be linked to your performance?

	All %	Primary %	Secondary %
Yes	78	79	75
No	18	17	21
Don't Know	4	4	4
No response	0	0	0
Total %	100	100	100
N =	1004	656	348

Due to rounding, percentages may not sum to 100.

The percentages in this table are weighted separately by FSM rates for 'all' schools and 'secondary' schools. Percentages are not weighted for 'primary' schools.

This question has been filtered to a subset of respondents.

Source: NFER Omnibus Survey November 2013.

Further analysis shows that proportionately more senior leaders (95%) than classroom teachers (72%) understood how their future pay progression will be linked to their performance. This suggests that there is a need to provide further information for classroom teachers.

Whether schools should determine the pay of individual teachers on the basis of their performance rather than the length of their service

The next question asked teachers to indicate the extent to which they agree that schools should determine the pay of individual teachers on the basis of their performance rather than length of service. As Table 8 shows, responses were mixed. Forty-three per cent of respondents agreed or strongly agreed that pay should be determined on the basis of performance; 38 per cent disagreed or strongly disagreed and a further 18 per cent

neither agreed nor disagreed. Primary school teachers more commonly reported that they agreed with this statement than secondary teachers (47% compared with 35%).

Table 8 To what extent do you agree that schools should determine the pay of individual teachers on the basis of their performance rather than the length of their service?

	All %	Primary %	Secondary %
Strongly agree	10	12	7
Agree	33	35	28
Neither agree nor disagree	18	17	19
Disagree	23	22	26
Strongly disagree	15	14	19
Don't know	0	0	0
No response	0	0	0
Total %	100	100	100
N =	1004	656	348

Due to rounding, percentages may not sum to 100.

The percentages in this table are weighted separately by FSM rates for 'all' schools and 'secondary' schools. Percentages are not weighted for 'primary' schools.

This question has been filtered to a subset of respondents.

Source: NFER Omnibus Survey November 2013.

Some differences are apparent when the results are analysed by seniority of respondent. In particular, senior leaders were proportionally more likely to agree or strongly agree that schools should determine the pay of individual teachers on the basis of their performance (66% versus 36% of classroom teachers, see Table 22).

Whether the new pay arrangements provide the opportunity to be rewarded for the quality of teaching

The final question asked teachers to comment on the extent to which they agree that the new pay arrangements are an opportunity for them to be rewarded appropriately for the quality of their teaching. The results are presented in Table 9 below.

Table 9 To what extent do you agree that the new pay arrangements are an opportunity for you to be rewarded appropriately for the quality of your teaching?

	All	Primary	Secondary
	%	%	%
Strongly agree	9	10	7
Agree	28	31	22
Neither agree nor disagree	15	15	14
Disagree	26	24	30
Strongly disagree	21	18	26
Don't know	2	2	1
No response	0	0	0
Total %	100	100	100
N =	1004	656	348

Due to rounding, percentages may not sum to 100.

The percentages in this table are weighted separately by FSM rates for 'all' schools and 'secondary' schools. Percentages are not weighted for 'primary' schools.

This question has been filtered to a subset of respondents.

Source: NFER Omnibus Survey November 2013.

Nearly half of all teachers (47%) disagreed or strongly disagreed that the new pay arrangements would reward them appropriately for the quality of their teaching. Thirty-seven per cent agreed or strongly agreed and a further 15 per cent neither agreed nor disagreed. There was some variation in responses by school phase. For example, proportionally more secondary teachers (56%) than their primary counterparts (42%) disagreed or strongly disagreed with this statement.

Senior leaders were proportionally more likely to agree that the new pay arrangements would reward them appropriately for the quality of their teaching (56% agreed or strongly agreed with this statement, see Table 23) than their classroom counterparts (31%).

Conclusions and implications for the client

The findings from this series of questions indicate that the majority of teachers had their performance assessed against both the Teachers' Standards and their objectives over the last year. However, there was a lack of agreement about whether it had become easier for appraisers to assess teachers' performance with the introduction of the standards and regulations. As might be expected given that they are more likely to be carrying out staff appraisals, a greater proportion of senior leaders said that the standards helped appraisers in the assessment process.

Responses indicated that just under half of all teachers felt that the new arrangements made it easier to identify and tackle underperformance. Around one-third of respondents felt that the arrangements had no effect. Again, senior leaders were more positive in their response about the impact of the arrangements which may reflect their level of involvement in managing performance.

Some differences emerged by school phase. For example, primary teachers were more likely than secondary teachers to agree or strongly agree that their appraisal outcomes provide a fair basis for recommendations about their pay.

The majority of the respondent sample understood how their future pay progression will be linked to their performance. Just over two-fifths of teachers agreed or strongly agreed that pay should be determined on the basis of performance. Nonetheless, nearly half of respondents disagreed or strongly disagreed that the new pay arrangements would reward them appropriately for the quality of their teaching. Interestingly, primary teachers more commonly reported that they agreed with this statement than their secondary counterparts.

Annex 1: Supporting information

How was the survey conducted?

This report is based on data from the November 2013 survey. A panel of 1524 practising teachers from 1,164 schools in the maintained sector in England completed the survey. Teachers completed the survey online between the 8th and 13th November 2013.

What was the composition of the panel?

The panel included teachers from the full range of roles in primary and secondary schools, from headteachers to newly qualified class teachers. Forty nine per cent (750) of the respondents were teaching in primary schools and 51 per cent (774) were teaching in secondary schools.

How representative of schools nationally were the schools corresponding to the teachers panel?

There was no significant difference between the primary school sample and primary school population in terms of eligibility for free school meals. In the sample of secondary schools there was under-representation in the highest and second lowest quintiles and over-representation in the lowest quintile in terms of eligibility for free school meals. In the overall sample (primary and secondary schools) there was under-representation in the highest quintile in terms of eligibility for free school meals. To address this, weights were calculated using free school meals factors to create a more balanced sample for the whole sample and the secondary sample (not for the primary sample). Due to the differences between the populations of all schools and secondary schools, different weights were created for secondary schools and then for the whole sample overall. The weightings have been applied to the secondary schools and overall sample analyses referred to in this commentary and contained within the tables supplied in electronic format⁷.

Tables 10, 11 and 12 show the representation of the (weighted) achieved sample against the population. Tables 13 and 14 show the representation of the (weighted) teacher sample by role in non-academies and academies respectively.

⁷We did not apply a weighting to schools for which free school meals data was unavailable in the Register of Schools.

Table 10 Representation of primary schools compared to primary schools nationally

		National Population %	NFER Sample %
Achievement (Overall performance by KS2 2012 data)	Lowest band	17	15
	2nd lowest band	18	19
	Middle band	18	18
	2nd highest band	22	23
	Highest band	26	25
	Missing	<1	<1
% eligible FSM (5 pt scale) (2011/12)	Lowest 20%	20	19
	2nd lowest 20%	20	19
	Middle 20%	20	23
	2nd highest 20%	20	21
	Highest 20%	20	18
	Missing	0	0
Primary school type	Infants	8	8
	First School	4	2
	Infant & Junior (Primary)	74	73
	Junior	7	10
	Middle deemed Primary	<1	<1
	Academy	7	7
Region	North	31	24
	Midlands	32	27
	South	37	49
Local Authority type	London Borough	11	15
	Metropolitan Authorities	21	20
	English Unitary Authorities	17	19
	Counties	51	47
Number of schools		16287	657

Due to rounding, percentages may not sum to 100.

Some information is not available for all schools and some schools included more than one respondent

Source: NFER Omnibus Survey November 2013.

Table 11 Representation of (weighted) secondary schools compared to secondary schools nationally

		National Population %	NFER Sample %
Achievement Band (Overall performance by GCSE 2012 data)	Lowest band	17	14
	2nd lowest band	19	20
	Middle band	20	21
	2nd highest band	19	18
	Highest band	20	21
	Missing	6	7
% eligible FSM (5 pt scale) (2011/12)	Lowest 20%	19	19
	2nd lowest 20%	19	19
	Middle 20%	19	19
	2nd highest 20%	19	19
	Highest 20%	19	19
	Missing	4	5
Secondary school type	Middle deemend secondary	5	2
	Secondary Modern	2	1
	Comprehensive to 16	18	18
	Comprehensive to 18	21	25
	Grammar	5	5
	Academies	49	49
Region	North	29	25
	Midlands	33	33
	South	38	42
Local Authority type	London Borough	13	13
	Metropolitan Authorities	21	23
	English Unitary Authorities	19	19
	Counties	47	45
Number of schools		3230	507

Due to rounding, percentages may not sum to 100.

Some information is not available for all schools and some schools included more than one respondent

Source: NFER Omnibus Survey November 2013.

Table 12 Representation of all schools (weighted) compared to all schools nationally

		National Population %	NFER Sample %
Achievement Band (By KS2 2012 and GCSE 2012 data)	Lowest band	17	15
	2nd lowest band	18	20
	Middle band	18	20
	2nd highest band	21	21
	Highest band	25	23
	Missing	<1	1
% eligible FSM (5 pt scale) (2011/12)	Lowest 20%	20	19
	2nd lowest 20%	20	20
	Middle 20%	20	20
	2nd highest 20%	20	20
	Highest 20%	20	20
	Missing	0	2
Region	North	31	25
	Midlands	32	30
	South	37	46
Local Authority type	London Borough	11	14
	Metropolitan Authorities	21	21
	English Unitary Authorities	18	19
	Counties	51	46
Number of schools		19,323	1,164

Due to rounding, percentages may not sum to 100.

Some information is not available for all schools and some schools included more than one respondent

Source: NFER Omnibus Survey November 2013.

Table 13 Comparison of the achieved (weighted) sample with the national population by grade of teacher (not including academies)

Role	Primary schools				Secondary schools			
	National Population		NFER Sample		National Population		NFER Sample	
	N ¹	%	N	%	N ¹	%	N	%
Headteachers	14.8	8	65	10	1.7	2	3	1
Deputy Headteachers	10.4	6	85	13	2.5	2	24	6
Assistant Headteachers	6.6	4	45	7	6.1	6	34	8
Class teachers and others	153.8	83	478	71	91.4	90	338	85

1. National population figures are expressed in thousands and for headteachers, deputy heads and assistant heads are based on full-time positions. NFER sample figures include all staff with these roles and so may include part-time staff.

2. The NFER sample for classroom teachers and others is based on headcount whereas the national population data is based on FTE teachers.

3. Due to rounding, percentages may not sum to 100.

4. Sources: NFER Omnibus Survey November 2013, DfE: School Workforce in England, November 2012,

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/193090/SFR_15_2013.pdf

[3 December 2013].

Table 14 Comparison of the achieved (weighted) academies sample with the national population by grade of teacher

Role	All Academies (primary and secondary)			
	National Population ¹		NFER Sample	
	N ¹	%	N	%
Headteachers	2.4	2	13	3
Deputy Headteachers	3.4	3	18	4
Assistant Headteachers	6.3	5	42	10
Class teachers and others	103.2	90	365	83

1. National population figures are expressed in thousands and for headteachers, deputy heads and assistant heads are based on full-time positions. NFER sample figures include all staff with these roles and so may include part-time staff.

2. Due to rounding, percentages may not sum to 100.

3. Sources: NFER Omnibus Survey November 2013, DfE: School Workforce in England, November 2012,

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/193090/SFR_15_2013.pdf

[3 December 2013].

How accurately do the results represent the national position?

Assuming that our data is representative of the population we can calculate the precision of results from each of our samples based on the number of respondents. We are 95 per cent certain that any percentage we quote is within 3.6 percentage points of the population value.

Certain questions within the survey were filtered and in these cases the number of respondents to questions may be much smaller. In these cases we may need to be more cautious about the precision of the percentages presented within the report. The table below gives a rough guide to the level of precision that can be attributed to each table based upon the total number of respondents. For example, if a table is based upon just 40 respondents we can only be sure that the percentages within that table are correct to within plus or minus 15 percentage points.

Table 15 Precision of estimates in percentage point terms

Number of respondents	Precision of estimates in percentage point terms
30	18
40	15
50	14
75	11
100	10
150	8
200	7
300	6
400	5
600	4
700	4

Annex 2: Background characteristics and questions by seniority

Table 16 Age group

	All	Primary	Secondary
	%	%	%
Less than 25	2	2	2
25-29	8	8	8
30-39	35	35	34
40-49	28	27	27
50 or over	28	26	29
No response	0	0	0
Total %	100	100	100
N =	1524	750	774

Due to rounding, percentages may not sum to 100.

The percentages in this table are weighted separately by FSM rates for 'all' schools and 'secondary' schools. Percentages are not weighted for 'primary' schools.

Source: NFER Omnibus Survey November 2013.

Table 17 Years in teaching

	All	Primary	Secondary
	%	%	%
I am a NQT (newly qualified teacher)	3	3	3
Between one and five years	6	5	7
More than five years	84	85	83
No response	7	7	7
Total %	100	100	100
N =	1524	750	774

Due to rounding, percentages may not sum to 100.

The percentages in this table are weighted separately by FSM rates for 'all' schools and 'secondary' schools. Percentages are not weighted for 'primary' schools.

Source: NFER Omnibus Survey November 2013.

Table 18 Are you currently teaching in a school maintained by the Local Authority (LA-maintained school)? If you teach in an Academy or Free School you should select 'No'

	All %	Primary %	Secondary %
Yes	67	87	47
No	33	12	53
Don't Know	0	0	0
No response	0	0	0
Total %	100	100	100
N =	1524	750	774

Due to rounding, percentages may not sum to 100.

The percentages in this table are weighted separately by FSM rates for 'all' schools and 'secondary' schools. Percentages are not weighted for 'primary' schools.

Source: NFER Omnibus Survey November 2013.

Table 19 Has it become easier for appraisers to assess teachers' performance with the introduction of the Teachers' Standards and Appraisal Regulations?

	Senior leader %	Classroom teacher %
Yes	58	26
No	33	33
Don't Know	9	40
No response	0	2
Total %	100	100
N =	242	762

Due to rounding, percentages may not sum to 100.

The percentages in this table are weighted by FSM rates for all schools.

This question has been filtered to a subset of respondents.

Source: NFER Omnibus Survey November 2013.

Table 20 Have the arrangements for managing teacher performance introduced in September 2012 made it easier or harder for schools to identify underperformance?

	Senior leader %	Classroom teacher %
Much easier	19	9
Somewhat easier	41	37
No effect	36	32
Somewhat harder	1	2
Much harder	1	1
Don't know	2	19
No response	1	0
Total %	100	100
N =	242	762

Due to rounding, percentages may not sum to 100.

The percentages in this table are weighted by FSM rates for all schools.

This question has been filtered to a subset of respondents.

Source: NFER Omnibus Survey November 2013.

Table 21 Have the arrangements for managing teacher performance introduced in September 2012 made it easier or harder for schools to tackle underperformance?

	Senior leader %	Classroom teacher %
Much easier	20	9
Somewhat easier	46	32
No effect	30	32
Somewhat harder	2	3
Much harder	1	1
Don't know	1	21
No response	0	1
Total %	100	100
N =	242	762

Due to rounding, percentages may not sum to 100.

The percentages in this table are weighted by FSM rates for all schools.

This question has been filtered to a subset of respondents.

Source: NFER Omnibus Survey November 2013.

Table 22 To what extent do you agree that schools should determine the pay of individual teachers on the basis of their performance rather than the length of their service?

	Senior leader %	Classroom teacher %
Strongly agree	25	5
Agree	41	31
Neither agree nor disagree	15	19
Disagree	12	27
Strongly disagree	7	18
Don't know	0	1
No response	0	0
Total %	100	100
N =	242	762

Due to rounding, percentages may not sum to 100.

The percentages in this table are weighted by FSM rates for all schools.

This question has been filtered to a subset of respondents.

Source: NFER Omnibus Survey November 2013.

Table 23 To what extent do you agree that the new pay arrangements are an opportunity for you to be rewarded appropriately for the quality of your teaching?

	Senior leader %	Classroom teacher %
Strongly agree	20	5
Agree	36	26
Neither agree nor disagree	13	15
Disagree	18	28
Strongly disagree	12	23
Don't know	1	2
No response	0	0
Total %	100	100
N =	242	762

Due to rounding, percentages may not sum to 100.

The percentages in this table are weighted by FSM rates for all schools.

This question has been filtered to a subset of respondents.

Source: NFER Omnibus Survey November 2013.



Department
for Education

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Reference: DFE- RR323

ISBN: 978-1-78105-316-4

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