

Appraisal (Performance Management)

A practical guide

Appraisees

Appraisers

NASUWT
The Teachers' Union

The largest teachers' union in the UK

Important Information

This practical guide is written in the context of the Education (School Teachers' Appraisal) (England) Regulations 2012 (the 2012 Regulations).

The 2012 Regulations do not require schools to make any changes to their appraisal/performance management policies and procedures they implemented in response to the 2006 Regulations.

This practical guidance contains all the provisions of an appraisal/performance management policy that the NASUWT believes are essential to protect the interests of teachers undergoing appraisal.

This practical guide is consistent with the NASUWT National Action Instructions, which include instructions on performance management and should be implemented in the context of the National Action Instructions.

The practical guide includes:

- a copy of the 2012 Regulations;
- a model planning and review (appraisal) report;
- a series of 'how to' sheets; and
- contact details for the NASUWT.

**This practical guide is for NASUWT members only.
It should not be passed to or copied for non-members.**

**Any teachers who join the NASUWT will be provided with their own
personal copy of this guidance free of charge.**

The guide and related documents in the Annexes are also available on the NASUWT website in downloadable form.

Copies are also available free from the NASUWT.

Call 0121 453 6150 or
e-mail despatch@mail.nasuwt.org.uk.

This practical guide applies only to teachers and headteachers in England.

There is separate guidance for teachers in academy schools.

Contents

		Page
Section 1	Background	5
Section 2	Appraisees (Teachers)	13
Section 3	Appraisers (normally Line Managers)	23
Section 1 should be read by appraisees and appraisers		
Annexes		
Annex 1	The Education (School Teachers' Appraisal) (England) Regulations 2012	31
Annex 2	Model Appraisal Report (Planning and Review Statement)	35
Annex 3	'How to' Sheets	37
Annex 4	The Teachers' Standards	43
Annex 5	NASUWT Contact Information	45

Background

The context for appraisal (performance management) is the primary legislation in the Education Act 2002 and associated regulations for appraisal. Since 2002, all schools, and local authorities in the case of centrally attached staff, have been required to review annually the performance of teachers and headteachers.

These arrangements were revised in 2006 with the introduction of the Education (School Teacher Performance Management) (England) Regulations 2006. Although these have been overtaken by the 2012 Regulations, the process, provisions and procedures arising from the 2006 Regulations can be retained by schools and local authorities. They are not required to change them. The NASUWT has produced a model policy with commentary which retains the provisions of the 2006 Regulations and is also consistent with the 2012 Regulations.

Application of the 2012 Regulations

These Regulations apply to:

- any qualified teacher, headteacher and unqualified teacher, working full or part time, employed by a local authority or governing body to work for one term or more in early years, primary, special, secondary, maintained community, voluntary, foundation or trust schools;
- teachers and headteachers employed centrally by the local authority under the terms of the School Teachers' Pay and Conditions Document (STPCD), including those in pupil referral units (PRUs), nurseries, local authority support services, peripatetic teachers, home tutors and others employed by the local authority but not allocated to an individual school.

The 2012 Regulations do not apply to:

- any teacher who is undergoing or has not completed satisfactorily their induction year;
- any teacher or headteacher while they are the subject of a capability procedure;
- teachers and headteachers employed in academies.

A copy of the 2012 Regulations is reproduced in full in Annex 1 of this guide.

The aim of appraisal

Throughout this guide, performance management is referred to as appraisal.

The NASUWT is committed to an appraisal system where those who manage teachers and headteachers engage in a professional dialogue with them, respect them as professionals and make decisions about their work and contribution in an open and fair manner.

Appraisal must be consistent with the principles and practices of equal opportunities, legislative requirements and all statutory duties that apply to schools and local authorities.

There is an inherent danger that the 2012 Regulations will prompt some schools to seek to change their appraisal policies and procedures to remove the existing protections for teachers and headteachers. **NASUWT members must not agree to any such changes.**

Key features of the appraisal process

Appraisal is normally an annual cycle divided into planning, monitoring and reviewing. It is sometimes referred to as a cycle of plan, do, review.

The planning meeting at the beginning of the annual cycle

The planning meeting is the most critical part of the process.

At this meeting all factors against which the teacher's performance will be reviewed at the end of the 12-month cycle should be made clear. Appraisees must ensure that they receive at that meeting an appraisal report which sets out the outcome of the review of the previous cycle, and where relevant, for eligible teachers, includes a recommendation with regard to the appraisee's pay. The appraisal report should also assess the appraisee's professional development needs and identify any action that should be taken to address these.

The appraisee should also be informed of the standards against which the appraisee's performance in the next cycle will be assessed and the objectives for the appraisee in respect of that period.

Classroom observation

The 2012 Regulations are silent on the issue of schools operating a limit on classroom observation. This means it is perfectly permissible for a limit to be set by the school. Schools whose procedures were introduced under the 2006 Regulations will already have a limit of up to three hours of classroom observation per individual appraisal cycle. This limit must be retained. There is no requirement to use any or all of the three hours. The amount and focus of the classroom observation should be discussed at a planning meeting at the start of the appraisal cycle. The amount should be proportionate to the individual's need. This information should be recorded in the planning and review/appraisal report.

Written feedback on any observation should be provided within five days of the observation.

Some schools may claim that Ofsted gradings should be used to evaluate lessons. This is not correct. Ofsted does not require individual lessons to be graded. Using Ofsted gradings is particularly problematic in the context of the direct link between pay progression and performance as it could lead, in some schools, to a simplistic, mechanistic approach to pay progression in which only those who achieved a particular grading would progress, thus ignoring the holistic approach to performance which is a fundamental principle.

Classroom observation will provide sufficient evidence to inform the appraisal process and to make judgements about the quality of teaching and learning across the whole school.

Appraisees should not agree to Ofsted gradings being used.

The information collected from classroom observation should, as far as possible, be multi-purpose, feeding into the school improvement and school self-evaluation process and, therefore, removing the need for additional observation for monitoring purposes.

Classroom observation by Ofsted inspectors during a Section 5¹ or Section 8² inspection of the whole school is not included in the three hours.

Appraisal and the link to pay

The appraisal report is the **only source of evidence to support pay progression** for eligible teachers.³

¹ Section 5 inspections are routine inspections of schools carried out by Ofsted on a periodic basis.

² Section 8 inspections can include thematic or subject inspections or inspections carried out to monitor the progress of schools about which Ofsted has concerns.

³ Eligible teachers are those on the pay scales for post-threshold, leadership group and Advanced Skills Teachers.

New Teachers' Standards are being introduced as part of the appraisal process from September 2012. These will replace the previous core standards in the 2012 School Teachers' Pay and Conditions Document, which eligible teachers were required to meet to support pay progression. However, eligible teachers who have been working towards these core standards should not be penalised by this change and should still be assessed against these standards for the completion of the 2011/12 cycle, which concludes on 31 October 2012.

Under the 2012 Regulations, the performance of teachers will be assessed against their objectives and against the relevant standards.

All teachers except for Qualified Teacher and Learning Skills (QTLS) holders will be assessed against the Teachers' Standards. In the case of teachers with QTLS, alternative standards may be more appropriate. The Regulations give schools and local authorities the flexibility to decide which standards are relevant to QTLS holders. They can assess QTLS teachers against the Teachers' Standards, any other set of standards relating to teachers' performance published by the Secretary of State for Education, and/or any other relevant professional standards.

Appraisees with QTLS who have concerns about the standards it is proposed should be used should contact the NASUWT.

Roles and responsibilities

The appraiser for all teachers will be the headteacher unless s/he chooses to delegate the role, in its entirety. Delegation will normally be to the teacher's line manager. Headteachers should not opt, either for themselves or any member of the leadership group, to retain selected parts of the process – for example, pay recommendations – whilst delegating the rest of the process. **Anyone designated as an appraiser should carry out all aspects of appraisal planning and review, including making any pay recommendations for eligible teachers. The only exception to this is that appraisers are not expected to make pay recommendations for threshold applicants.**

Process and timing

There should be a clear timeline for the completion of the appraisal process.

Appraisal reports for teachers must be completed by 31 October and, for headteachers, by 31 December each year.

Right of appeal

All appraisal policies should contain a right of appeal about any entry in the appraisal report. The appeal process should be clear and comply with the ACAS Code of Practice.

Appraisal policy

All schools should have an appraisal policy containing a classroom observation protocol. Governing bodies should seek to agree the policy with the NASUWT and other recognised trade unions. The NASUWT has produced a model appraisal/performance management policy for these purposes.

OTHER IMPORTANT ISSUES

Appraisal is not voluntary. It applies to all teachers and headteachers. There is, therefore, certain basic advice on a number of important issues which is relevant to everyone involved in the process.

Workload

Appraisal should not operate in such a way that it adds to the workload of those involved in any part of the process.

All appraisal activities should be contained within directed time for teachers.

Planning, preparation and assessment (PPA) time cannot be used for any aspect of appraisal. Lunch breaks should not be used and teachers cannot be directed to use them for this purpose.

Appraisal meetings should take place at a time when all parties are able to give their best. The NASUWT recommends that the most effective arrangement is likely to be the allocation by the school of one or more of the five teacher days to conduct the planning and review meetings for appraisal. The timing of these days is within the gift of the school. The advantage of using these days is that all those involved in appraisal can be readily available without the need to disrupt teaching timetables.

However, if this option is not used, then time within pupil sessions is preferable with appropriate release from teaching commitments for the appraiser and appraisee.

If directed time outside pupil sessions is used for the planning and review meeting, the NASUWT would not expect the appraisal meeting to be in addition to other calendared meetings the appraisee would attend during the week.

In the case of headteachers, others paid on the leadership spine and Advanced Skills Teachers (ASTs) directed time is not applicable since the STPCD makes no such provision for these groups of teachers. In these circumstances, appraisal activities should still be conducted on the basis of the NASUWT recommendations above, as the workload and work/life balance of school leaders must be considered in the same way as for others.

Self-review/evaluation

Attempts may be made in some schools to introduce formal self-review into the appraisal process as opposed to the informal personal reflection teachers may choose to use to prepare for the planning and review meeting at the beginning/end of the cycle.

Self-review may appear in a number of guises, such as self-evaluation or self-appraisal. Whatever its title, the NASUWT does not support such a process and strongly advises members not to agree to participate. Self-evaluation is not required by the Regulations. There is no requirement for appraisees to provide written input on their reflections to inform the meeting and schools should not impose one.

Under no circumstances should appraisees agree to write an analysis of or proposals for how they will meet the Teachers' Standards.

Self-review/evaluation is unnecessary and invariably creates additional work and bureaucracy.

It is not in teachers' best interests to participate in such schemes as experience shows that such systems encourage teachers to be overly self-critical. In the context of appraisal, this could prejudice career and future pay progression.

It is, however, in teachers' and headteachers' interests to ensure they prepare properly and fully for their planning and review meeting. How they do this is a matter of personal choice.

Job descriptions

Job descriptions should be used as a focus for setting objectives as part of the appraisal process. All teachers should have a job description. However, there is a need to guard against appraisal being used to provoke a wholesale review of job descriptions with a view to adding items to them. The 2012 Regulations do not require such a review or additions.

It is important to remember that:

- **a job description is not a contract of employment.** It is a description of what is expected of a person appointed to a particular post in the context of the duties set out in the STPCD;
- all teachers are governed by the duties set out in the STPCD. The NASUWT, therefore, favours generic job descriptions which simply refer to these. However, the STPCD does not distinguish between teachers, other than those on the leadership spine, ASTs, and Excellent Teachers.

Consequently, all the duties listed are not appropriate for every teacher. There should be no expectation that all of the duties set out in the STPCD are included in an individual teacher's job description;

- the job description should always be in the context of and accurately reflect the appropriate duties of the teacher as set out in the STPCD. The job description should not and cannot be used to vary or change the STPCD duties or contractual entitlements. Job descriptions should not contain references to voluntary or unremunerated activities;
- job descriptions or revisions to them should be drafted by the school management and the content discussed with the teacher concerned with a view to agreement being reached. Teachers should not be drawn into writing their own job description or signifying acceptance until they have seen a written draft version and had time to consider it;
- when a member disagrees with the job description, s/he should seek to resolve the matter at school level. If this proves impossible, further assistance should be sought from the NASUWT.

The Teachers' Standards

The Teachers' Standards are set out in the STPCD. A copy of the Teachers' Standards is in Annex 4 of this practical guide.

The Teachers' Standards must not be used as a checklist against which the appraisee's performance is judged. Assessment against the standards should start from the premise that all teachers are meeting the standards.

The standards are not:

- a job description;
- a contract of employment;
- a replacement for the professional duties and responsibilities of teachers as set out in the STPCD; or
- an appraisal checklist.

The standards cannot be used to:

- prevent teachers taking lawful industrial action;
- undermine teachers' legal rights or contractual entitlements.

There should be absolutely no need for schools to change job descriptions and working practices as a result of the introduction of the Teachers' Standards.

Managing weak performance

The appraisal process may identify serious weaknesses in a teacher's or headteacher's performance. However, appraisal should not be used as a capability procedure. If a teacher's performance is causing serious concern, a meeting with the teacher should be called to consider the evidence of serious concern. If the case is more serious, then an appropriate period of support should be provided, at the end of which should be a final meeting to review progress. If the teacher is still experiencing difficulties, then consideration may need to be given to whether formal capability procedures should begin.

A member who is told their performance is causing concern must seek advice from the NASUWT.

Withholding annual increments on the mainscale

The appraisal process should not change the long-established process of incremental progression on the mainscale.

A long-standing clause in the STPCD is a provision to withhold an increment on the mainscale for unsatisfactory performance. This is rarely, if ever, implemented. Appraisal may provide evidence of unsatisfactory performance but this is not the justification for withholding an increment. Such a sanction should arise only in the context of a formal capability procedure and then only when the procedure specifically provides for this. Any proposal to withhold an increment should be referred immediately to the NASUWT.

Use and retention of appraisal reports

At the end of the annual appraisal cycle a review of performance will take place and the outcome recorded in the appraisal report. This may also be called a planning and review statement.

Anyone who does have access should maintain the confidentiality of the report.

Appraisees should be told who has been given access to their report and for what purpose.

Reports should be retained by the headteacher in a secure place on the school premises.

Each report should be kept for a minimum period of six years from the date on which the cycle to which it relates ends.

Threshold assessment

Teachers applying for threshold assessment will be assessed against the post-threshold standards based solely on appraisal outcomes. This should make the process of application and assessment more streamlined as there is no requirement for additional evidence. Since threshold assessment arrangements rely on the evidence of the appraisal outcomes over the most recent two years, it is very important that teachers ensure, through discussion with their appraisers, that there is sufficient evidence available within their appraisal reports for the assessment to be made against the post-threshold standards.

Teachers currently on M3 or above may wish to elect for assessment against the Post-Threshold Standards when they are eligible. It is advisable, therefore, to give consideration at the earliest stage to building the evidence for post-threshold assessment on appraisal reports.

Equal opportunities

There is evidence that appraisal schemes can produce discriminatory and unfair outcomes when conducted by persons who have had no training in respect of equal opportunities. Stereotyped expectations may produce a biased approach and outcomes that lead to discrimination against individuals on the grounds of their gender, race, faith, disability, age, sexuality or trade union membership.

All persons involved in the implementation of appraisal have a responsibility to ensure that direct and indirect discrimination is avoided.

All schools should have an equal opportunities policy for staff and appraisal should be conducted within the context of this.

Equal opportunities issues must be considered at every stage in the process, including the conduct of meetings, objective setting, identification of professional development needs, and monitoring and review of performance.

The 'how to' sheet on equality issues and appraisal in Annex 3 will be helpful.

Appraisal/performance management consultants

There are many external organisations and private consultants seeking to sell schools training and materials to support appraisal. These are often very expensive and promote strategies that should not be part of the process.

There is also the potential for these providers to try to justify the purchase of their services by making the process appear more onerous and complex than it is. The NASUWT does not believe that schools need their services and strongly urges that they are not used.

Contacting the NASUWT

Concerns about the operation of the appraisal process in a school should be referred in the first instance to the NASUWT Representative or contact in your school. In the absence of a Workplace Representative or contact, advice should be taken from your NASUWT Local Association, National Executive Member or Regional Centre.

Where there are concerns about how the appraisal process is being applied to an individual, the individual member may require specific advice and casework support from the NASUWT.

Annex 5 contains the contact details of the NASUWT Regional Centres.

Appraisees (Teachers)

This section provides a step-by-step guide for teachers to support them through their own appraisal. It must be read in conjunction with and in the context of Section 1 of this practical guide.

The Appraisal Cycle

Appraisal should be an annual cycle of 'plan – do – review'.

Schools may begin their annual cycle at different times of the year. Most will begin in the Autumn term. A few begin in the Summer term, usually June or July. Whenever the cycle begins, it cannot be longer than a year, and appraisal reports must be completed for teachers by 31 October each year.

Appointment of the appraiser

Each appraisee should be allocated a appraiser who will manage their appraisal process.

The appraiser may be the headteacher, or the headteacher may delegate the role, in its entirety, normally to the teacher's line manager, i.e. the person who directs, manages and has the post of responsibility for the area in which the appraisee mainly works. The headteacher should not retain some elements of the performance management process whilst delegating other parts of the appraiser's role to others.

There is no provision in the 2012 Regulations for appraisees to choose their appraiser.

If circumstances arise in which, for professional reasons, the appraisee wishes to request a change of appraiser, they should make a request to the headteacher to appoint an alternative appraiser.

The request should be made in writing and the reason for making the request stated. Where the request is not accepted, the reasons for refusal should be explained in writing and be appended to the appraisal report, together with the appraisee's original request and the reasons for it.

Planning for the Appraisal Cycle

A meeting, scheduled as far in advance as possible, should take place between the appraiser and appraisee. The scheduled meeting should be confirmed at least five working days in advance. If in exceptional circumstances the scheduled meeting cannot take place, a new date should be scheduled with at least five working days' notice.

Planning for the next cycle normally should take place at the same meeting as the review of the previous cycle. The purpose of the meeting is to review processes against the objectives set for the previous cycle and to plan for the next cycle. There is no need for the meeting to be excessively lengthy or detailed. An appropriate amount of time should be set aside. An hour should be sufficient in most cases. Lunch breaks and PPA time must not be used for this purpose.

Preparing for the meeting

The meeting should be a professional dialogue between the appraiser and appraisee. The appraisee must play an active part in the meeting, clearly and confidently expressing their

opinion, making sure that they put forward their views about their performance and future development.

Appraisees are advised to adopt the following approach in all meetings and discussions which take place in the appraisal process:

- be positive about yourself;
- be genuinely reflective but avoid self-criticism and self-deprecation;
- avoid reference to voluntary and non-contractual activities;
- give specific examples of things you have done well;
- use the appraisal process to highlight any relevant factors in your working environment which may adversely impact on your ability to meet the performance criteria.

Appraisees should make sure that prior to the planning and review meeting, in preparation for the planning part of the meeting, they:

- consider, how the Teachers' Standards might inform the process;
- familiarise themselves with the relevant criteria set out in the STPCD, if they are eligible for pay progression;
- identify what professional development and/or support they might need to help develop their practice. Support might include additional resources, a specialist piece of equipment or in-class support;
- consider their professional aspirations;
- have relevant documentation, including the school improvement plan and the school appraisal/performance management policy.

Appraisees are advised to undertake careful personal reflection prior to the meeting. There is no requirement for appraisees to prepare anything in writing or to submit it before or during the planning and review meeting. Schools should not impose any requirement on appraisees, and appraisees are strongly advised by the NASUWT not to volunteer to do so.

In the meeting

The starting point for planning for the next cycle should be an assumption by the appraiser that the appraisee is meeting all the requirements of their job description, their relevant duties and the Teachers' Standards.

There is no need, therefore, for every aspect of the appraisee's responsibilities to be considered in planning for the cycle. The plans should focus on key priorities and areas where specific action is required.

The plans should be realistic and manageable and enable the appraisee to achieve their contractual entitlement to a satisfactory work/life balance.

The discussions should cover the following areas:

- the appraisee's objectives;
- arrangements for observing the appraisee's performance in the classroom within the limit of up to three hours per cycle;
- performance criteria for all of the above;
- support, training and development;
- timescales.

These are expanded on in the following paragraphs.

The appraisee's objectives

The NASUWT policy is for no more than three objectives. The school's appraisal/performance management policy should set out its policy on objective setting.

There is no reason why the objectives should not include a whole school objective shared by every teacher, including the headteacher, or a year, team or departmental objective shared with other colleagues. Again, the school's appraisal/performance management policy should specify the position on this. The NASUWT would expect any shared objectives to be part of the overall number of objectives for an individual, not in addition to them.

The appraisee should ensure that their objectives:

- are clear, concise, realistic, achievable and measurable;
- relate directly to their job description;
- focus on issues over which they have direct influence/control;
- do not include voluntary and/or extracurricular activities;
- take into account any issues in their working environment that may impact negatively on their ability to meet an objective, such as disruptive pupils, large class sizes, pupils with special needs reports in mainstream classes without adequate support, or inadequate resources;
- reflect whether they work part time;
- reflect whether they require reasonable adjustments to support a disability.

Appraisees should guard against agreeing complex objectives with multiple subsections. They should be mindful at all times of their workload and their capacity to meet the objectives and if their concerns in this regard are not genuinely addressed or considered, they should not feel they simply should agree.

The Teachers' Standards may be used to setting of objectives and if they are it is essential that the performance criteria for these objectives are clear from the outset.

Arrangements for observing the appraisee's performance in the classroom

The school's appraisal/performance management policy should contain a classroom observation protocol which sets out how classroom observation will be conducted.

Classroom observation should not be undertaken for its own sake. There must be a clear rationale for any observation to be undertaken. If the outcome of the appraisee/appraiser discussion is that classroom observation is needed, there should be a specified focus for each observation and the amount identified within the three-hour limit. The three-hour limit is a maximum not a standard. **There is no need for any or all of the three hours to be used. It should be proportionate to the needs of the individual.**

The appraisee should be clear about who will be conducting the classroom observation. It may be the appraiser but it does not have to be. However, whoever does the observation must be a qualified teacher who should have had adequate preparation and have the appropriate skills to give timely written and oral feedback.

Objectives and performance criteria

Objectives and classroom observation should set out clearly what success for the appraisee in each of these areas would look like at the end of the cycle. These performance criteria should provide clarity for the appraisee about the basis on which the appraiser will assess overall performance based on progress towards the achievement of objectives and classroom observation. Where the appraisee is eligible for pay progression at the end of the cycle, the performance criteria should take into account the relevant pay progression criteria in the STPCD.

Teachers currently on M3 or above may wish to elect for assessment against the Post-Threshold Standards when they are eligible. It is advisable therefore to give consideration at the earliest stage to building the evidence for post-threshold assessment on performance planning reports.

Eligible teachers for pay progression are those on:

- the pay scale for post-threshold teachers, normally every two years on each UPS point up to UPS3;
- the pay spine for members of the leadership group;
- the pay spine for Advanced Skills Teachers.

Appraisees should guard against accepting performance criteria which are simply target percentage increases in pupil progress.

Support, training and development

A key part of the discussion in the planning for the next cycle should be the support, training and development the appraisee may need to meet the performance criteria and how these needs will be met.

It may be that no specific support is considered necessary. However, where it is, support could be in a number of forms, e.g. in class assistance from support staff, specialist equipment or ICT.

Training and development may include going on a particular training course, but not necessarily. It is one possible option. Some of the most effective professional development is based on teachers working with other teachers with pupils in the classroom. Training and development could include, for example, coaching or mentoring from an experienced colleague, team teaching or observing demonstration lessons.

Appraisees should not agree, or be required to undertake training and development in their own time or at weekends or during holidays to meet any of the objectives.

Appraisees should guard against appraisal being used as a vehicle for pressing individual teachers to undertake the completion of 'projects' or tasks which are more appropriately remunerated responsibilities.

Timescales

The timescale in which each objective should be met should be realistic and clear. Most objectives are likely to be targeted for completion during the annual appraisal cycle. If a timescale less than the annual cycle is proposed for one or more of the objectives, the appraisee should carefully assess whether this is realistic or achievable before agreeing to it. There should be no expectation that if an objective has a shorter timescale, once it is completed, an additional or extended one can be set during the cycle. Where objectives are completed before the end of the cycle, appraisees should not agree to have replacement or extended objectives set.

It is possible to set an objective which extends over a period longer than one appraisal cycle. Where this takes place, it is important that the performance criteria reflect what progress would be anticipated at the end of the first cycle.

It is absolutely essential that the appraisee plays an active role in determining the objectives, classroom observation, performance criteria, support, training and

development, and timescales. The dialogue should be between two professional colleagues, not a meeting where the views of one party are simply imposed on another.

Appraisees should not be passive in the process to anything in the paragraphs above with which they are uncomfortable or that they believe to be unreasonable. Make every effort to seek to agree with the appraiser the outcome which will be recorded on the appraisal report. However, this does not mean simply acquiescing to every point.

Recording plans

There should be a written record of the appraisal review and planning for the next cycle – the planning and review statement referred to in the 2012 Regulations as the appraisal report. The planning section of the appraisal report should make reference to the outcome of the discussions on all of the following:

- **objectives;**
- **classroom observation (where appropriate);**
- **performance criteria.**

Appraisal arrangements should be managed effectively, transparently and fairly and should be applied consistently.

To maintain the confidentiality of the appraisal report, all training and developmental needs should be recorded on a separate annex, to be passed by the appraiser to those responsible for addressing these.

At the end of the meeting, the appraiser should summarise the key points that have been discussed and are to be included in the appraisal report. It is helpful for these points, where practicable, to be recorded during the meeting. The appraisee should ensure s/he is content with the appraiser's summary.

Within five working days of the meeting the appraisee should receive a draft report from the appraiser. If the appraisee or appraiser does not work or is absent during this period, then the number of days may be extended.

The appraisee and appraiser should seek to agree the content of the appraisal report. Where agreement cannot be reached, the appraiser's view is recorded.

Within ten working days of the meeting, the appraisee should have received the final report, which should be signed by both parties. The appraisee should be entitled to add comments to the report. These may state disagreement with or concern about the content of the report. If an appraisee is unhappy or concerned about any aspect of their appraisal report, they are strongly advised to add a comment to that effect. Not signing the report will not invalidate it. Appraisees should therefore not use this as the only means of expressing disagreement or concern. Appraisees unhappy with their report should record their concerns on the report and not sign it.

Appraisees should be provided with a copy of the appraisal report and the training and development needs annex for their own reference.

Headteachers should not amend reports after they have been agreed between the appraiser and appraisee and they should not change the review outcome of the previous cycle.

Amendments during the cycle

Appraisees should immediately seek advice from the NASUWT where attempts are made to change appraisal statements during the cycle. Also see below the section on changing the appraisal report during the cycle.

Quality assurance

The governing body should ensure that the procedures and processes are applied fairly and consistently across the school and in accordance with its duties with regard to equal opportunities legislation.

Monitoring Progress

Once the planning for the appraisal cycle has taken place, monitoring of the process is very important.

Following the planning and review meeting and the production of the appraisal report, during the appraisal cycle the appraisee should:

- receive written feedback as it becomes available on any classroom observations specified in the appraisal report;
- receive any data as it becomes available which it was determined should be prioritised at the planning meeting at the beginning of the cycle;
- receive feedback from the appraiser on progress and be given the opportunity to discuss this with the appraiser;
- be advised, at the time they may arise, of any concerns and to have the opportunity to discuss these with the appraiser.

The appraisee should also ensure that any concerns they may have about progress or any aspect of support or training and development are raised with the appraiser at the time they arise. The appraisee is advised to keep a note of any concerns they raise, the date they were referred to the appraiser and what action, if any, was taken.

Concerns may be, for example, that support or training identified at the beginning of the cycle has not materialised.

There is no requirement in the 2012 Regulations for formal or informal interim meetings to review progress during the cycle. The NASUWT believes that formalising such meetings has the potential to increase workload and bureaucratic burdens for the appraisee and appraiser. Such meetings are essentially unnecessary.

However, if either party thinks it would be helpful to meet to discuss matters, this can be done on an ad hoc basis. A meeting can be requested by either party and should take place within a reasonable time of the request being made. Appraisees are advised that, if they make a request, to do so in writing and keep a copy. If a meeting takes place, appraisees should ensure that there is an agreed brief note kept of the purpose and outcome of the meeting. If they have concerns about any meeting, contact should be made with the NASUWT.

Changing the appraisal report during the cycle

There may be occasions when it becomes necessary to consider changing what has been agreed in the planning section of appraisal report during the cycle. **NB Changes cannot be made at any stage to the review outcome of the previous cycle once these have been finalised – other than through the appeal process.**

These occasions will be:

- where the appraisee's circumstances or responsibilities change;
- where the appraisee has been absent for such a period of time that some of the reports in the plan are no longer appropriate, e.g. on maternity leave or long-term sickness absence.

Where changes are necessary, a revision meeting should take place and the same process followed as for the original planning meeting. A written addition to the appraisal report should be made. The appraisee and appraiser should sign to say that the additional report is accurate. The appraisee, as before, is entitled to be given the opportunity to add any written comments.

Changes to a report should not be triggered simply because there is, for example, a change in headteacher, line manager or appraiser.

Changes to circumstances may be that the appraisee develops a disability, and reasonable adjustments may need to be made under the terms of the Disability Discrimination Act.

Changes to responsibilities or a change of post on a temporary or permanent basis may not require a change in either the report or appraiser or that the cycle begins again. This will depend on the scale of the change. Each case will, therefore, need to be considered on its merits.

Where concerns arise about an appraisee's progress or performance during the cycle a decision will need to be made about the nature of the concern and how it should be addressed.

A concern may not, for example, merit any action at all. The concern may trigger a meeting.

If an appraisee's performance is causing serious concern, a meeting with the appraisee should be called to consider the evidence of serious concern. The appraisee should have an NASUWT Representative present. Where a case is made for serious concern, then an appropriate period of support will be provided. At the end of this will be a meeting to review progress. If the teacher is still experiencing difficulties, consideration will need to be given to whether formal capability procedures should begin.

Reviewing Performance

At the end of the cycle the appraisee and appraiser should meet to review performance. This will normally be the same meeting convened to plan for the next cycle. The appraisal report, which will be the outcome of the meeting should be discussed between the appraiser and appraisee and they should seek to agree the contents. Appraisees should not accept an imposed report into which they have had no input.

Appraisees should make sure that in preparation for the review of their performance they:

- reflect on their achievements in the last cycle;
- identify any issues which impacted adversely or positively on their performance;
- consider any issues about the planned support, training and development they received;
- assess as far as possible the impact of any training and development, including their own or anyone else's they may have supported.

It should be established at the start of the meeting that the appraisee and appraiser are working from the same documentation.

This should include:

- the planning information from the start of the cycle (and any revised report if a change has taken place during the cycle);
- the annex of training and professional developmental needs and details of the support and training and development that have been provided during the cycle in accordance with the original annex;
- written feedback on any classroom observation.

All documentation to be referred to must be shared with the appraisee before the meeting to enable an informed discussion to take place.

Appraisees should ensure that the information is accurate. There should be no surprises in the documentation. There should be nothing included that was not identified at the original planning meeting (or any meeting which may have taken place during the cycle to revise the report). No new information should be introduced at the review meeting.

The Teachers' Standards must not be used as a checklist against which the appraisee's performance is assessed. Assessment against the Teachers' Standards should start from the premise that the appraisee is meeting the standards and they will be assessed as having met them unless clear, compelling written evidence to the contrary is produced by the appraiser.

The dialogue should focus on seeking to achieve a shared understanding of the progress made towards meeting the performance criteria.

As appropriate, any issues that may have impeded progress should be explored.

The appraisee and appraiser should seek to agree an overall assessment of performance against the performance criteria agreed at the outset of the cycle. The overall assessment must be recorded in the report.

If no agreement on the overall assessment can be reached, the appraiser should record their view. The appraisee should be entitled to add comments and should certainly do so if they do not agree with the appraiser's view.

After overall performance has been assessed, if the appraisee is eligible, the pay progression recommendation should be considered and made.

The review section of the appraisal should provide the only evidence necessary to support pay progression. Appraisees may provide additional evidence but cannot be required to do so. If an appraisee believes additional evidence is needed, they should contact the NASUWT before doing so.

The pay recommendation should be passed to the headteacher who will pass this to the governing body for a decision to be made. The headteacher should not change the pay recommendation.

Right of appeal

The governing body should ensure that the appraisal process includes an appeal procedure.

An appraisee may use this procedure to appeal against any entry on their appraisal report at the beginning of the cycle.

The appraisee may wish to appeal on the basis of more than one entry on the report, against the overall assessment of performance for the last cycle, the pay recommendation and/or any aspect of planning for the next cycle.

There should be a genuine attempt to seek to resolve simple disagreement by discussion rather than appeal.

If there is a revision to the planning part of the appraisal report during the cycle, the appraisee should be able to appeal against any change to the report.

Advice should be taken from the NASUWT before lodging an appeal.

Use and retention of the reports

Appraisees should receive a copy of their appraisal report and the training and development annex.

Appraisers should not retain personal copies but pass the completed report to the headteacher.

If anyone makes a request to the headteacher for access to the appraisal report during the cycle, appraisees should be told about the request, why it has been made and whether the request was granted.

The report should be kept by the school for a minimum of six years from the date on which the cycle to which it relates started.

Appraisers (normally Line Managers)

This section provides specific information and advice for the line managers who are designated by the headteacher as appraisers, on key issues and actions required at each stage of the process. This should be read in conjunction with Section 1 of this guide.

Appraisers should also read the 'how to' sheets in Annex 3, specifically the one relating to the preparation and support of appraisers.

Appointment of appraisers

The headteacher is the appraiser for all teachers unless s/he chooses to delegate this role. In circumstances where the headteacher chooses to delegate appraiser responsibilities, the person selected by the headteacher should be responsible for carrying out the annual appraisal process in its entirety. Appraisers should not be asked to undertake all parts of performance management except, for example, making the pay recommendation.

Only line managers, i.e. the person who directs, manages and has the post of responsibility in which a appraisee mainly works, should normally be selected as appraisers.

An appraiser should be a designated line manager and have this responsibility in their job description. Teachers who have whole school unremunerated responsibilities, such as subject co-ordination, whether or not they are considered to be line managers, should not agree to become appraisers. They are not paid to take on this responsibility.

The workload implications for appraisers must be considered and addressed by the school. If there is a discrepancy between the number of appraisees each line manager has, the school's performance management/appraisal policy should detail how this will be dealt with. There is no requirement to distribute the number of appraisees evenly between appraisers but a school may choose to do this. Where a more equal distribution is opted for, if the appraisees direct line manager is not to carry out the review, then the appraiser should be someone of equal or higher status to the teacher's direct line manager.

Whatever the number of appraisees allocated to each appraiser, time must be given to appraisers to carry out all aspects of the role.

Planning, preparation and assessment (PPA) time cannot be used for appraisal activities. Lunch breaks should not be used. Leadership and management time could be used but discussions would need to take place to identify how other leadership and management activities will be managed and supported.

Appraisees may, in exceptional circumstances, request a change of appraiser. They should only do this for professional reasons. The request is made to the headteacher in writing giving reasons. Any appraiser who has concerns about the reasons given about them to support the request for a change should contact the NASUWT for advice.

Training and support

Appraisers should have received appropriate training for the role. They should have been clearly briefed by the headteacher on their role, particularly the parameters in which they are working when identifying, for example, the training and development needs of appraisees. Annex 3 of this guide contains a 'how to' sheet on addressing the effective preparation and support of appraisers.

Planning

Planning for the next cycle will normally take place at the same meeting scheduled to review performance for the last cycle. The appraisal report should be produced at this meeting.

The appraiser should:

- ensure that the meeting is scheduled as far in advance as possible. It would be good practice for the school to calendar the dates. The meeting should be confirmed at least five working days in advance. In exceptional circumstances, if the meeting cannot take place, a new date should be scheduled with at least five working days' notice;
- seek to agree the date, time and venue of the meeting with the appraisee. Lunch breaks and PPA time must not be used for this purpose;
- ensure sufficient time is set aside for the meeting. An hour should be sufficient in most cases;
- seek to ensure that the venue is private and will, as far as possible, be free from interruptions.

Preparing for the meeting

The appraiser should ensure prior to the meeting that s/he and the appraisee have all the documentation to be used at the meeting.

The documentation for planning for the next cycle should include:

- the appraisee's job description;
- the school improvement plan;
- a copy of the school's performance management/appraisal policy;
- a copy of the Teachers' Standards;
- a copy of the relevant section of the School Teachers' Pay and Conditions Document (STPCD) relating to pay progression criteria for those appraisees eligible for pay progression.

The appraiser will need to be familiar with all the documents. An appraiser who is the direct line manager of the appraisee should be in a good position to discuss priorities for the next cycle. An appraiser who is not the direct line manager for the reasons stated earlier in this section should seek to discuss the possible priorities for the next cycle with the appraisee's direct line manager prior to the meeting.

In the meeting

In planning for the next cycle, the appraiser should start from an assumption that the appraisee is meeting all the requirements of their job description, their relevant duties and the Teachers' Standards.

There is no need, therefore, for every aspect of the appraisee's responsibilities to be considered in the planning for the next cycle.

The plans should focus only on priorities for the cycle and any areas where specific action is required.

The plans should be realistic and manageable and enable the appraisee to achieve their contractual entitlement to a satisfactory work/life balance.

The plans should be made in accordance with the school's performance management/appraisal policy and should cover the following areas:

- the appraisee's objectives;
- any arrangements for observing the appraisee's performance in the classroom with a limit of up to three hours per cycle;

- performance criteria for the objectives;
- support, training and development;
- timescales.

These are expanded below.

The appraisee's objectives

The NASUWT policy is for no more than three objectives. The school's performance management/appraisal policy should set out the school's policy on objective setting.

The objectives may include a whole school objective shared by every teacher, including the headteacher, or a year, team or departmental objective shared with other colleagues. The school's performance management/appraisal policy should specify the position on this.

The appraiser should ensure that the appraisee's objectives:

- are clear, concise, realistic, achievable and measurable;
- relate directly to their job description;
- focus on issues over which appraisees have direct influence/control;
- do not include voluntary and/or extracurricular activities;
- take into account any relevant factors which might impact on the appraisee's ability to meet the performance criteria, such as disruptive pupils, large class sizes, pupils with special needs reports in mainstream classes without adequate support or resources;
- reflect whether the appraisee works part time;
- reflect whether the appraisee requires reasonable adjustments to support a disability.

Appraisers should avoid setting complex objectives with multiple subsections.

The arrangements for observing the appraisee's performance in the classroom

The school's performance management/appraisal policy should contain a classroom observation protocol which sets out how classroom observation will be conducted. The NASUWT has provided a model classroom observation protocol.

Classroom observation should not be undertaken for its own sake. There should be a clear rationale for identifying any observation to be undertaken. There must be a specified focus for each observation and the amount identified within the three-hour limit. The three-hour limit is a maximum not a standard. There is no need for any or all of the three hours to be used. It should be proportionate to need.

This is particularly important for appraisees who work part time. Account should be taken of the time worked when identifying what proportion of the three hours, if any, will be used.

The appraiser should make it clear to the appraisee who will be conducting the classroom observation. It may be the appraiser but it does not have to be. Whoever does the observation must be a qualified teacher who should have had adequate preparation and have the appropriate skills to give written and oral feedback.

Performance criteria

The performance criteria should set out clearly what success for the appraisee in relation to objectives and classroom observation would look like at the end of the cycle. The criteria should provide clarity for the appraisee about the basis on which the appraiser will assess overall performance based on progress towards the achievement of objectives and classroom observation.



Where the appraisee is eligible for pay progression at the end of the cycle, the performance criteria should take into account the relevant pay progression criteria in the STPCD. The objectives set should be such that in meeting the performance criteria related to them or making good progress towards them, the appraisee will have satisfied the pay progression criteria at the end of the cycle. Teachers currently on M3 or above may wish to elect for assessment against the Post-Threshold Standards when they are eligible. It is advisable therefore to give consideration at the earliest stage to building the evidence for post-threshold assessment on performance planning reports.

The following teachers are eligible for pay progression:

- those on the pay scale for post-threshold teachers;
- those on the pay spine for the leadership group;
- those on the pay spine for Advanced Skills Teachers.

Appraisers should avoid setting performance criteria that are simply percentage target increases in pupil progress.

Support, training and development

A key part of the discussion must be the support the appraisee may need to meet the performance criteria, the appraisee's training and development needs and how these will be met.

The appraiser should be clear from the outset about the parameters in which they are operating with regard to providing support, training and development opportunities for appraisees. It is the responsibility of the headteacher to make this clear to all appraisers so that there is consistency of approach.

Support for an appraisee could be in a number of forms, e.g. in class assistance from support staff, equipment, ICT or mentoring/coaching from another member of staff.

Training and development may include identifying appropriate courses, but not necessarily. This is one possible option. Some of the most effective professional development is based on teachers working with other teachers working with pupils in the classroom. Training and development could include, for example, coaching or mentoring by an experienced colleague, team teaching or observation of demonstration lessons.

Appraisers should not seek to press appraisees to undertake training and development in their own time or at weekends or during holidays.

Timescales

The timescale in which each objective should be met should be realistic and clear.

Most objectives are likely to be targeted for completion during or by the end of the annual appraisal cycle.

If a shorter timescale than the whole cycle is proposed for one or more of the objectives, the appraiser should carefully assess whether this is realistic or achievable before proposing it. There must be no expectation that if an objective has a shorter timescale, once it is completed, an additional or extended one can be set during the cycle. Where objectives are completed before the end of the cycle, appraisers should not seek to set replacement or extended objectives.

It is possible to set an objective which extends over a period longer than one appraisal cycle. Where this takes place, it is important that the performance criteria reflect what progress would be anticipated at the end of the first cycle when the review takes place.

Recording plans

A model appraisal report, sometimes referred to as a planning and review statement, is in this guide in Annex 2. The NASUWT recommends its use. The school should have a standard recording format. There is no justification for lengthy, bureaucratically burdensome forms.

The planning part of the appraisal report must include the outcome of the discussion on:

- objectives;
- classroom observation (where appropriate);
- performance criteria relating to each of the above;
- support, training and development;
- timescales.

To maintain the confidentiality of the appraisal report, all training and development needs should be recorded on a separate annex, which will be passed by the headteacher to those responsible for addressing them when s/he receives the report from the appraiser.

At the end of the meeting the appraiser should summarise the key points that have been discussed and that are to be included in the planning section of the report. It is helpful for the appraiser to record these points where practicable during the meeting. This will not only minimise workload for the appraiser but also avoid misinterpretation at a later stage.

The appraiser should seek to agree the contents of the report with the appraisee. The appraisee may request changes. The appraiser does not have to agree the changes but the appraisee should be entitled to write whatever comment s/he considers appropriate on the report.

It is important to seek to resolve disagreement by discussion. Where this is not possible, the appraiser's views should be recorded. The appraisee may add final comments. These may state disagreement with or concern about the content of the report. If this is the case the appraisee may choose not to sign the report.

Within five working days of the meeting, the appraiser should provide a draft report to the appraisee. Within ten working days of the meeting, the appraisee should have received the final report, which should be signed by both parties if both are content with the report. Not signing should not be used as the means by which concerns are indicated. Appraisers should not prevent the appraisee from writing comments which reflect concerns.

If the appraisee or appraiser does not work or is absent during the five/ten-day period above, the time may be extended. The appraiser should make clear in these circumstances when the report will be provided and it should be as soon as possible.

The appraiser should provide the appraisee with a copy of the report, and the training and developmental needs annex for their own reference.

The appraiser should pass the completed report to the headteacher.

Quality assurance

The governing body has a duty to ensure that the procedures and processes are applied fairly and consistently across the school and in accordance with its responsibilities under equal opportunities legislation. Annex 3 contains a 'how to' sheet relating to equal opportunities.

Monitoring Progress

During the appraisal cycle the appraiser should ensure that the appraisee:

- receives a copy of written feedback on any classroom observations identified in the planning at the beginning of the cycle;
- receives any data as determined at the planning meeting at the beginning of the cycle as it becomes available;
- receives at the appropriate time in the cycle the support and training and development identified at the beginning of the cycle;
- is advised at the time it arises of any evidence of concerns and has the opportunity to discuss it.

The appraiser should from time to time throughout the cycle give feedback to the appraisee on progress. This does not necessarily need to be formalised but there should be an opportunity for the appraisee to discuss the feedback. Giving feedback on positive progress is equally as important as identifying any concerns.

There is no requirement in the 2012 Regulations for formal or informal interim meetings to review progress during the cycle. Formalising such meetings has the potential to increase workload and bureaucracy for the appraiser and appraisee. Such meetings are essentially unnecessary.

If either party thinks it would be helpful to meet to discuss matters, an ad hoc meeting can be requested. This should take place within a reasonable time of the request being made. Where appraisers make such a request, they are advised to do so in writing and keep a copy. If a meeting takes place in these circumstances, appraisers should ensure that it is arranged in accordance with the guidance on workload in Section 1 of this guidance and that there is an agreed brief note of the purpose and outcome of the meeting.

There is an equal responsibility on the appraisee and appraiser to raise any concern about any aspect of the process as it arises.

Changing the appraisal report during the cycle

There may be occasions when it becomes necessary to change what has been agreed in the planning section of the appraisal report during the performance management cycle. (Changes cannot be made to the review outcomes of the previous cycle.)

These occasions will be:

- where the appraisee's circumstances or responsibilities change;
- where the appraisee has been absent for a period of time, for example on maternity leave or long-term sickness absence.

Where changes are necessary, the appraiser should convene a revision meeting and the appraiser should follow the same process as at the original planning meeting. A written addition to the report should be made on the outcome of the meeting. The appraisee and appraiser should sign the reports and the appraisee is entitled to add comments.

Changes to the planning report should not be triggered simply because there is a change in headteacher, line manager or appraiser.

Changes to circumstances may, for example, be that the appraisee has developed a disability which requires reasonable adjustments to be made under the terms of the Disability Discrimination Act.

Changes to responsibilities or a change of post on a temporary or permanent basis may not require a change in the report or appraiser or that the cycle begins again. This will depend on the scale of the change. Each case will need to be considered on its merits.

If any evidence emerges that gives rise for concern, this should be drawn to the attention of the appraisee at the time it arises.

A change to the report on the grounds of concerns about the appraisee's progress and performance would not automatically mean that there would be an unsuccessful outcome to the review at the end of the cycle. The revised plans would have to include new performance criteria and, subject to those being met, the outcome could be successful.

Reviewing Performance

At the end of the cycle the appraisee and appraiser meet to review performance. This will normally be the same meeting convened to plan for the next cycle, and the same arrangements for scheduling the meeting should therefore apply.

The appraiser should establish at the start of the meeting that s/he and the appraisee are working from the same documentation.

For the review the documentation should include:

- the planning information from the start of the cycle (and any revised report where a change has taken place during the cycle);
- written feedback on any classroom observation agreed at the beginning of the cycle;
- details of the support and training and development in accordance with the planning at the beginning of the cycle that has been provided.

All documentation to be used should be checked with the appraisee prior to the meeting to ensure they have all the information to enable an informed discussion to take place.

Appraisers should ensure that the information is accurate and that nothing has been included which was not recorded in the appraisal/planning section of the report. No new information should be introduced at the review meeting.

The dialogue during the review should focus on seeking to achieve a shared understanding of the progress made towards meeting the performance criteria.

The Teachers' Standards must not be used as a checklist against which the employee's performance is assessed.

Assessment against the Teachers' Standards should start from the premise that the appraisee is meeting the standards and they will be assessed as meeting the standards unless clear, compelling written evidence to the contrary is provided by the appraiser. This evidence must have been shared with the appraisee before the meeting.

If progress has been impeded, any issues that may have caused this should be explored.

Making good progress towards the performance criteria could result in a positive outcome, not just meeting the criteria. A judgement will need to be made.



The appraiser should seek to agree with the appraisee an overall assessment of performance against the performance criteria agreed at the outset of the cycle. This should be recorded in the review section of the appraisal report.

Both parties should seek to reach an agreed outcome, but if no agreement can be reached, the appraiser should record their view. The appraisee should be entitled to add comments.

If the appraisee is eligible for pay progression following the overall assessment against the performance criteria, a pay recommendation should be made.

The review section of the appraisal report should provide all the evidence needed by the appraisee to support pay progression. No additional evidence should be requested by the appraiser. Appraisees may choose to submit additional evidence to support pay progression but cannot be required to do so by the appraiser or any senior manager.

The pay recommendation should be passed to the headteacher as part of the appraisal report. The headteacher will pass the pay recommendation to the governing body for a decision to be made. A headteacher should not amend a pay recommendation made by an appraiser.

Right of appeal

The appraiser should make available to the appraisee at the end of the planning and review meeting a copy of the school's appeal procedure.

The governing body should have established an appeal procedure.

A appraisee can use this procedure to appeal against any entry on their appraisal report. Where a appraisee wishes to appeal on the basis of more than one entry, this would constitute one appeal hearing.

Both the appraiser and appraisee should seek to resolve simple disagreement by discussion rather than appeal.

The role of the appraiser in an appeal will depend on the nature of the appeal. It is likely that the appraiser would be asked to provide evidence to an appeal hearing to justify an entry they made on the appraisal report.

Use and retention of the appraisal report

The appraiser should ensure that the appraisee receives for their own reference a copy of their appraisal report and the training and development annex.

Appraisers should not retain personal copies and should pass the completed appraisal report and the training and development annex to the headteacher.

Appraisers are able to access the appraisal reports of their appraisees should it be necessary during the appraisal cycle.

ANNEX 1

Statutory Instrument 2012 No. 115

EDUCATION, ENGLAND

The Education (School Teachers' Appraisal) (England) Regulations 2012

<i>Made</i>	17th January 2012
<i>Laid before Parliament</i>	24th January 2012
<i>Coming into force</i>	1st September 2012

The Secretary of State for Education makes the following Regulations in exercise of the powers conferred by sections 131(1), (2) and (3) and 210(7) of the Education Act 2002(a).

In accordance with section 131(6) of that Act(b), the Secretary of State has consulted with such associations of local authorities in England, local authorities in England, bodies representing the interests of governing bodies in England and bodies representing the interests of teachers in England as appeared to the Secretary of State to be appropriate.

Citation, commencement and application

1. — (1) These Regulations may be cited as the Education (School Teachers' Appraisal) (England) Regulations 2012 and come into force on 1st September 2012.
- (2) These Regulations apply in relation to England.
- (3) Subject to paragraph (4), these Regulations apply to any teacher employed for one school term or more.
- (4) These Regulations do not apply to—
- (a) any teacher whilst that teacher is undergoing an induction period in accordance with the Education (Induction Arrangements for School Teachers) (England) Regulations 2008(c);
- or
- (b) any teacher whilst that teacher is the subject of capability procedures.
- (5) In this regulation "capability procedures" means the procedures established by a governing body pursuant to regulation 8 of the School Staffing (England) Regulations 2009(d).

Interpretation

- 2.— (1) In these Regulations—
- "the Act" means the Education Act 2002;
- (a) 2002 c. 32; section 131(2) was amended by S.I. 2010/1158. For the meaning of "regulations", see section 212(1) of the Education Act 2002.
- (b) Section 131(6) was amended by S.I. 2010/1080 and 2010/1158.
- (c) S.I. 2008/657, amended by S.I. 2010/1172.
- (d) S.I. 2009/2680, to which there are amendments not relevant to these Regulations.
- "appraisal period", in relation to a teacher, means the period determined in relation to that teacher in accordance with regulation 5;
- "school" means a community, voluntary, foundation, community special or foundation special school or a maintained nursery school;
- "teacher" means a school teacher as defined in section 122 of the Act; and
- "unattached teacher" means a teacher employed by a local authority who is—
- (a) not attached to a particular school, or
- (b) employed otherwise than at a school.
- (2) For the purposes of these Regulations, a teacher is employed at a school if—
- (a) the teacher is employed by the governing body of that school, or
- (b) the teacher is employed by the local authority to work in that school.

Duty to make available to teachers a document setting out the appraisal process

- 3.— (1) The governing body of a school must adopt and make available to teachers employed at that school a document which sets out the appraisal process for such teachers.
- (2) A local authority must adopt and make available to unattached teachers employed by that authority a document which sets out the appraisal process for such teachers.

(a) 2002 c. 32; section 131(2) was amended by S.I. 2010/1158. For the meaning of "regulations", see section 212(1) of the Education Act 2002.

(b) Section 131(6) was amended by S.I. 2010/1080 and 2010/1158.

(c) S.I. 2008/657, amended by S.I. 2010/1172.

(d) S.I. 2009/2680, to which there are amendments not relevant to these Regulations.

Appointment of external advisers in respect of head teachers

4. The governing body of a school must appoint an external adviser for the purposes of providing it with advice and support in relation to the appraisal of the head teacher.

Appraisal period

- 5.— (1) Subject to paragraphs (3) to (5), the appraisal period in relation to a teacher employed at a school is such period of twelve months as the governing body determines in respect of that teacher.
(2) Subject to paragraphs (3) to (6) the appraisal period in relation to an unattached teacher is such period of twelve months as the local authority determines in respect of that teacher.
(3) Where a teacher is employed on a fixed term contract of less than twelve months the appraisal period is the period of employment to which the contract relates.
(4) Where a teacher begins employment with a relevant body, the relevant body may determine that the initial appraisal period in respect of that teacher is a period shorter or longer than twelve months, and in this paragraph “relevant body” means—
(a) in relation to a teacher employed at a school, the governing body of that school, and
(b) in relation to an unattached teacher, the local authority by which the unattached teacher is employed.
(5) Where a teacher ceases employment other than at the end of the appraisal period applying in relation to that teacher the appraisal period ends with the last day of such employment.
(6) Where an unattached teacher transfers from one post in the local authority by which the teacher is employed to another such post other than at the end of the appraisal period applying in relation to that teacher the local authority may determine that the appraisal period in progress at the time of the transfer is to be shorter or longer than twelve months.

Standards and Objectives

6. — (1) The governing body of a school must, before, or as soon as practicable after, the start of each appraisal period in relation to a head teacher—
(a) inform the head teacher of the standards against which the head teacher’s performance in that appraisal period will be assessed; and
(b) set objectives for the head teacher in respect of that period.
(2) In setting objectives for the head teacher, the governing body of a school must consult the external adviser appointed under regulation 4.
(3) The head teacher of a school must, in respect of every other teacher employed at that school, before, or as soon as practicable after, the start of each appraisal period in relation to a teacher—
(a) inform the teacher of the standards against which the teacher’s performance in that appraisal period will be assessed; and
(b) set objectives for the teacher in respect of that period.
(4) The governing body of a school must exercise its functions so as to secure that the duties set out in paragraph (3) are complied with.
(5) The objectives set under paragraph (1)(b) or (3)(b) must be such that, if they are achieved, they will contribute to—
(a) improving the education of pupils at that school; and
(b) the implementation of any plan of the governing body designed to improve that school’s educational provision and performance.
(6) A local authority must, in respect of unattached teachers employed by that authority, before, or as soon as practicable after, the start of the appraisal period in relation to each such teacher—
(a) inform the teacher of the standards against which the teacher’s performance in that appraisal period will be assessed; and
(b) set objectives for the teacher in respect of that period.
(7) The objectives set under paragraph (6)(b) must be such that, if they are achieved, they will contribute to improving the education of pupils in the school or other place at which the teacher is employed.
(8) The standards referred to in paragraphs (1)(a), (3)(a) and (6)(a) in respect of a teacher are—
(a) the set of standards contained in the document entitled “Teachers’ Standards” published by the Secretary of State in July 2011; and
(b) any other set of standards relating to teachers’ performance published by the Secretary of State as the governing body, head teacher or local authority (as the case may be) determines as being applicable to the performance of that teacher.

Appraisal of teachers

7. — (1) The governing body of a school must appraise the performance of the head teacher in respect of each appraisal period applying in relation to that head teacher.
(2) In appraising the performance of the head teacher, the governing body of a school must consult the external adviser appointed under regulation 4.
(3) The head teacher of a school must appraise the performance of every other teacher employed at that school in respect of each appraisal period applying in relation to the teacher.

- (4) The governing body of a school must exercise its functions so as to secure that the duty in paragraph (3) is complied with.
- (5) A local authority must appraise the performance of each unattached teacher employed by that authority in respect of each appraisal period applying in relation to the teacher.
- (6) In making an appraisal under paragraph (1), (3) or (5) the governing body, head teacher or local authority (as the case may be) must—
- (a) assess the teacher’s performance of their role and responsibilities during the appraisal period in question against—
 - (i) the standards applicable to that teacher by virtue of regulation 6; and
 - (ii) the teacher’s objectives set under regulation 6;
 - (b) assess the teacher’s professional development needs and identify any action that should be taken to address them; and
 - (c) where relevant under the Document, include a recommendation relating to the teacher’s pay.
- (7) In paragraph (6) “the Document” means the document referred to in any order made under section 122 of the Act for the time being in force.

Appraisal report

8. — (1) As soon as practicable following the end of each appraisal period applying in relation to a teacher, the governing body, head teacher or local authority (as the case may be) must provide the teacher with a written report of the teacher’s appraisal in respect of that appraisal period.
- (2) A report under paragraph (1) must record the assessments mentioned in regulation 7(6)(a) and (b) and any recommendation under regulation 7(6)(c).
- (3) The governing body of a school must exercise its functions so as to secure that the duty in paragraph (1) is complied with.

Revocation and saving etc.

9. — (1) Subject to paragraph (2), the Education (School Teacher Performance Management) (England) Regulations 2006^(a) (“the 2006 Regulations”) are revoked.
- (2) The 2006 Regulations continue to apply in relation to any cycle which is in progress at the coming into force of these Regulations.
- (3) But—
- (a) a governing body of a school may determine, in relation to any teacher employed at that school, and
 - (b) a local authority may determine, in relation to any unattached teacher it employs, that the cycle applying in respect of that teacher which is in progress at the coming into force of these Regulations comes to an end earlier than it would have done under the 2006 Regulations.
- (4) In this regulation “cycle” has the same meaning as in the 2006 Regulations.

Nick Gibb
Minister of State
Department for Education

17th January 2012

Appointment of reviewers for head teachers

10. —(1) Subject to the following paragraphs of this regulation, the governing body of the school shall be the reviewer for the head teacher.

EXPLANATORY NOTE

(This note is not part of the Regulations)

These Regulations revoke and replace the Education (School Teacher Performance Management) (England) Regulations 2006. Those Regulations continue to apply in relation to performance management and review cycles under regulations 12 and 26 of the 2006 Regulations which are in progress when these Regulations come into force (although a governing body or local authority (as the case may be) may decide to curtail any performance management and review cycle in progress when these Regulations come into force) (regulation 9).

These Regulations apply to teachers whose pay and conditions are determined by an order of the Secretary of State under section 122 of the Education Act 2002 who are employed for one school term or more, other than those who are undergoing an induction period or who are the subject of capability procedures.

Regulation 3 requires governing bodies (in respect of teachers employed at a school) and local authorities (in respect of unattached teachers) to have a written document setting out the appraisal process. “Unattached teachers” are teachers employed by a local authority who are not attached to a particular school or who are employed otherwise than at a school (for example teachers employed at a pupil referral unit).

^(a) S.I. 2006/2661, amended by S.I. 2010/1172.



Regulation 5 establishes the appraisal period in relation to teachers to whom the Regulations apply.

Regulation 6 requires head teachers (in respect of teachers, other than the head teacher, employed at a school), governing bodies (in respect of a head teacher employed at a school) and local authorities (in respect of unattached teachers) to set objectives for teachers and inform each teacher of the standards against which that teacher's performance is to be assessed. Such standards must be the set of standards contained in the document entitled "Teachers' Standards" published by the Secretary of State in July 2011 (which can be found at <http://www.education.gov.uk/>), and may include any other set of standards relating to teachers' performance published by the Secretary of State as the head teacher, governing body or local authority determines as being applicable to the performance of that teacher. A governing body must consult the external adviser (appointed under regulation 4) in setting objectives for a head teacher.

Regulation 7 requires the annual appraisal of the performance of teachers, which must include an assessment of the teacher's performance against the appropriate standards and that teacher's objectives, an assessment of the teacher's professional development needs and, where relevant, a recommendation on the teacher's pay. A governing body must consult the external adviser (appointed under regulation 4) in appraising a head teacher's performance.

The teacher must be given a written report recording the appraisal (regulation 8).

An impact assessment has not been produced for this instrument as no impact on business, charities and voluntary bodies is foreseen and the impact on the public sector will be minimal.

ANNEX 2
CONFIDENTIAL
MODEL APPRAISAL REPORT
(PLANNING AND REVIEW STATEMENT)

Appraisee's name:

Appraiser's name:

Assessment of performance for the appraisal/performance management cycle just ended and recommendation for pay progression (where appraisee is eligible):

Objectives for next cycle, including any relevant whole school/year/team/faculty objectives*:

Extent, pattern and focus of planned classroom observation (where appropriate)*:

Support:

Timescales for completion:

** Performance criteria should be included for each of these.*

Signed (Appraisee):

Signed (Appraiser):

Appraisee's comments:

Date: _____

Training and development needs should be on a separate annex.

This form can be downloaded from the NASUWT website at
www.nasuwt.org.uk/ModelAppraisalReport.

ANNEX 3

APPRAISAL/PERFORMANCE MANAGEMENT 'HOW TO' SHEETS

INTRODUCTION

Schools have a major part to play in creating the conditions for individual appraisers and appraisees to work effectively in undertaking their roles and responsibilities within the appraisal/performance management process.

The following 'how to' sheets address issues around creating the right environment for appraisal/performance management in the school:

- **How to** secure issues of equality, fairness and diversity in the implementation of performance management;
- **How to** address the effective preparation and support for appraisers;
- **How to** address the link between appraisal/performance management, school improvement and other school processes.

It is vital that the development and implementation of appraisal/performance management is viewed as a whole school process:

- a clear sense of ownership should be promoted by engaging everyone fully in the process;
- parameters should be set to ensure parity of treatment, fairness and consistency;
- principles and practices of appraisal/performance management should be fully integrated into whole school activities within an overarching, coherent framework.

It is essential that all staff are informed about and understand the appraisal/performance management process and their role in it.

Fairness and consistency

Ensure that:

- all appraisers are prepared and supported in carrying out reviews and classroom observation consistently and in line with the provisions of the appraisal/performance management policy;
- judgements are securely based and solidly rooted in evidence;
- teachers who provide support are fully aware of their role;
- monitoring arrangements are clearly understood and applied consistently;
- appeals provisions are clearly specified.

Integration into whole school activities

Ensure that:

- there are clear links between appraisal/performance management and budget-planning processes to ensure training and development needs are met and that appropriate time can be allocated to support all aspects of the process;
- objectives reflect the school improvement/development plan;
- the school's continuing professional development (CPD) plan is not static and can take account of individual needs that emerge from the appraisal/performance management process;
- evidence collected from classroom observation is used appropriately to inform other whole school processes.

HOW TO:

ADDRESS ISSUES OF EQUALITY, FAIRNESS AND DIVERSITY IN THE IMPLEMENTATION OF APPRAISAL/PERFORMANCE MANAGEMENT

Key points

Schools have a legal duty not to discriminate on the grounds of age, sex, sexual orientation, religion or belief, race, disability, part-time contracts and trade union membership.

The provisions of the legislation mean that schools must also demonstrate how they promote equality of opportunity.

Every school should already have an equal opportunities policy which should reflect this duty.

Schools need to make sure that appraisal/performance management operates in a consistent manner, while recognising and taking account of the needs and circumstances of each individual.

Schools need to implement appraisal/performance management arrangements in a way that:

- takes full account of equal opportunities considerations in the context of the school and fully addresses the employer's equalities duties;
- ensures that the impact and outcomes are appropriately monitored and reported;
- contributes to the school's overall review of its equal opportunities responsibilities;
- recognises and takes account of the needs of each individual.

Considerations

Schools will need to make sure, for example, that in taking account of equal opportunities considerations:

- the scope of the school's equal opportunities policy is agreed in relation to staff employment and that it is consistent with the statutory requirements under the legislation;
- staff are consulted on the arrangements for ensuring equal opportunities, fairness and consistency in appraisal/performance management and any changes that might be needed to be made to the equal opportunities policy, and agreement is sought with the NASUWT and other trade unions;
- the provisions of the school's equal opportunities policy are reviewed regularly to make sure that it covers all areas of unlawful discrimination as set out in the legislation;
- the data which the school currently collects or has access to relating to equal opportunities for its staff is reviewed to support the operation of the school's appraisal/performance management policy, to avoid duplicating data collection arrangements and to ensure fitness for purpose;
- the equal opportunities policy and appraisal/performance management policy are communicated to all staff;
- all staff and governors are aware of the benefits and implications of equal opportunities for their roles as appraisers and appraisees.

Monitoring, report and review

Schools will need to make sure that the critical stages in the appraisal/performance management process are monitored, including that:

- the school budget-setting process is informed by individual training and development needs identified in the planning meeting, including objectives and performance criteria;
- the school's information management system is reviewed to consider how it can help to generate equal opportunities monitoring reports;
- practical arrangements for collecting, analysing and storing data are reviewed to make sure that equal opportunities data is used sensitively and that confidentiality is assured;
- all staff are advised about the purpose of data collection, how data will be used and how confidentiality with regard to personal information will be safeguarded;
- a format is identified for regular reporting on the equal opportunities impact of the school's appraisal/performance management policy, without identifying individuals or compromising the principle of confidentiality;
- responsibility is assigned for analysing the data and arrangements put in place to support this process;
- the annual review of the school's appraisal/performance management arrangements will contribute to the school's review of its duties on equal opportunities.

Taking account of the needs of each individual

Schools will need to make sure that:

- a consistent approach is applied to the appointment of appraisers;
- responsibility for the conduct of reviews is distributed equitably across appraisers;
- appraisees are fully aware of how the appraisal/performance management process will affect them and of their entitlements during the process;
- the timing within directed time of planning and review meetings is discussed with the appraisee as far in advance as possible;
- the specific needs and circumstances of individuals are taken into account when agreeing objectives, performance criteria, and arrangements for classroom observation, including the need for reasonable adjustments on grounds of disability, part-time contracts, maternity and long-term absence;
- appraisees are encouraged to notify appraisers as soon as possible of any factors that might impact on their performance and which should be taken into account during the planning and review process (e.g. maternity).

HOW TO:

SECURE THE EFFECTIVE PREPARATION AND SUPPORT OF APPRAISERS

Key points

The effective preparation and support of appraisers is central to realising the benefits of appraisal/performance management, as appraisers are responsible for making sure that key elements of the process are undertaken fairly and consistently. These include setting objectives, agreeing performance criteria and using them to assess progress, determining the appraisee's support, training and development needs and how these will be met and, where an appraisee is eligible, making a pay recommendation.

Schools, therefore, will need to make sure that appraisers have the specific knowledge, skills and understanding they need to carry out their responsibilities effectively. They will also need to consider the overall burden on each appraiser in terms of the number of appraisees for whom they are responsible, and how many reviews an individual appraiser can undertake effectively.

Considerations

Schools will need to make sure, for example, that:

- all those acting as appraisers:
 - understand the school's policies and procedures, and how appraisal/performance management fits into the wider context of teachers' professional development;
 - have copies of all the relevant document, including:
 - the appraisee's job description;
 - any relevant pay progression criteria;
 - any relevant whole school or team objectives as specified in the school development/improvement plan;
 - the Teachers' Standards;
 - understand the impact and implications of equal opportunities on the appraisal/performance management process;
 - are confident in evaluating evidence, including through classroom observation;
 - have access to any statistical data that both appraiser and appraisee consider essential;
 - are able to provide constructive feedback and engage in positive dialogue with the appraisee;
 - are aware of the resources available to support teachers' development both within and beyond the school;
- there are opportunities for appraisers, during directed time, to share knowledge, learn from each other and align practice;
- arrangements are in place to make use of the expertise of current appraisers to prepare and support those taking on this role in future.

HOW TO:

ADDRESS THE LINK BETWEEN APPRAISAL/PERFORMANCE MANAGEMENT, SCHOOL IMPROVEMENT AND OTHER SCHOOL PROCESSES

Key points

- Schools need to demonstrate the links between their appraisal/performance management policies and school improvement, school self-evaluation and school development planning;
- Different school processes should be linked together to make sure that bureaucracy and workload are kept to a minimum. Data generated through appraisal (for instance, quality of teaching provision) should be used appropriately to inform other processes such as school improvement and school self-evaluation;
- The school self-evaluation and development planning processes can help to influence and inform objective setting for individuals by highlighting priorities. These priorities can then be translated into continuing professional development (CPD) opportunities that develop a teacher's practice. As a result, both the individual's and the school's objectives are aligned, with a major focus on raising the standards of teaching and learning.

Considerations

Schools will need to make sure, for example, that:

- appraisal/performance management is seen as one continuous streamlined process that is linked with the other school processes of school improvement and school self-evaluation, all of which help the school to focus on its quality of teaching and the impact on standards;
- processes are refined to make evidence of performance fit for all school purposes, to avoid exceeding the limit for classroom observation and reduce unnecessary workload;
- policies and procedures are reviewed and updated if necessary so that they are coherent with each other; for example, the school's pay and appraisal/performance management policies should be consistent;
- the process by which pay determinations are made should be stated clearly in the school's pay policy and reflect how pay recommendations are made by appraisers.

ANNEX 4

THE TEACHERS' STANDARDS



Department
for Education

Teachers' Standards

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulation and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

ANNEX 5

NASUWT CONTACT INFORMATION

Eastern Regional Centre

(Bedfordshire, Cambridgeshire, Essex, Hertfordshire, Luton, Norfolk, Peterborough, Southend, Suffolk, Thurrock)
 St James House, The Anderson Centre,
 Olding Road, Bury St Edmunds
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 Tel: 01284 772300 Fax: 01284 772309
 E-mail: rc-eastern@mail.nasuwt.org.uk

East Midlands Regional Centre

(Derby, Derbyshire, Leicester, Leicestershire, Lincolnshire, Northamptonshire, Nottingham, Nottinghamshire, Rutland)
 Colliers Way, Phoenix Park,
 Nottingham NG8 6AT
 Tel: 0115 976 7180 Fax: 0115 976 7189
 E-mail: rc-eastmids@mail.nasuwt.org.uk

Greater London Regional Centre

(Barking & Dagenham, Barnet, Bexley, Brent, Bromley, Camden, City of London, Croydon, Ealing, Enfield, Greenwich, Hackney, Hammersmith & Fulham, Haringey, Harrow, Havering, Hillingdon, Hounslow, Islington, Kensington & Chelsea, Kingston, Lambeth, Lewisham, Merton, Newham, Redbridge, Richmond, Southwark, Sutton, Tower Hamlets, Waltham Forest, Wandsworth, Westminster)
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North West Regional Centre

(Blackburn with Darwen, Blackpool, Bolton, Bury, Cheshire, Cumbria, Halton, Isle of Man, Knowsley, Lancashire, Liverpool, Manchester, Oldham, Rochdale, Salford, Sefton, St. Helens & Newton, Stockport, Tameside, Trafford, Warrington, Wigan, Wirral)

North Quarry Business Village, Skull House Lane,
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 E-mail: rc-northwest@mail.nasuwt.org.uk

South East Regional Centre

(Bracknell Forest, Brighton & Hove, Buckinghamshire, East Sussex, Guernsey, Hampshire, Isle of Wight, Jersey, Kent, Medway Towns, Milton Keynes, Oxfordshire, Portsmouth, Reading, Slough, Southampton, Surrey, West Berkshire, West Sussex, Windsor & Maidenhead, Wokingham)
 Milestone House, Portsmouth Road,
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 E-mail: rc-southeast@mail.nasuwt.org.uk

South West Regional Centre

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NASUWT

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