



Department
for Education

NFER Teacher Voice Omnibus November 2012 Survey: New Teachers' Standards and Appraisal Regulations

Research report

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Introduction

The Department for Education (DfE) submitted two questions to NFER's Teacher Voice Omnibus Survey in November 2012. The questions covered the awareness and impacts of the new Teachers' Standards and appraisal regulations. The two questions covered the following topics:

- awareness of the new Teachers' Standards and the new appraisal regulations;
- whether schools had changed their performance management/appraisal policy since the new regulations were introduced;
- whether teachers had been told that their performance in the coming year would be assessed against the new Teachers' Standards;
- whether arrangements for lesson observations in their school had changed since the introduction of the new appraisal arrangements; and
- whether the new arrangements would make it easier or harder for schools to identify and tackle underperformance.

This report provides an analysis of the responses to the questions, along with supporting information about the survey in annex 1. Results are presented by school phase (primary and secondary in the main report), by seniority of respondent in annex 2 (the two categories are: senior leaders, which includes headteachers, deputy headteachers and assistant headteachers; and teachers not holding these senior positions, who are referred to in this report as classroom teachers. All respondents have qualified teacher status (QTS)), by teacher role in annex 3 and by region (annex 4). Please note, when responses are broken down by region or role in school, the respondent number is often too small to make robust comparisons.

Context

New Teachers' Standards and appraisal regulations came into effect in September 2012. The new Standards replace those that were previously required to achieve Qualified Teacher Status (QTS) and to pass induction (Core). They will also be used to assess teachers' performance on an annual basis as part of the new appraisal arrangements¹.

The new Standards introduce some significant changes in terms of structure, content and application and apply to the vast majority of teachers, regardless of their career stage. The Standards need to be applied, as appropriate, to the role and context within which a trainee or teacher is practising, and hence, the professional judgement of headteachers and appraisers is central in the new process.

¹Department for Education (2012) *Teachers' Standards*. [online] Available: <https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00066-2011> [accessed 11 December 2012].

The questions posed by the Department for Education within the Omnibus survey will provide data on how schools have responded to the new Standards and appraisal regulations.

Analysis of findings

The sample

A sample of over 1,600 teachers holding qualified teacher status (QTS) completed the survey. The sample was weighted to ensure that it was representative and included teachers from a wide range of school governance types and subject areas. Sample numbers were sufficient to allow for comparisons between the primary and secondary sectors. Detailed information about the sample is given in annex 1 of this report.

School status

Respondents were first asked to indicate whether or not they were currently teaching in a school maintained by the Local Authority (an LA-maintained school). The responses are detailed in Table 1 below.

Table 1 Are you currently teaching in a school maintained by the Local Authority (LA-maintained school)?

	All	Primary	Secondary
Yes	72%	91%	53%
No	27%	8%	46%
Don't know	1%	1%	1%
Local base (N)	1600	800	802

*Due to rounding, percentages may not sum to 100.
 Due to the secondary and all teacher categories being weighted separately and the primary teacher category being unweighted, the number of primary and secondary respondents may not sum to the number of teachers in total. Source: NFER Omnibus Survey November 2012.*

As set out in Table 1, the majority of respondents were from LA-maintained schools (72%). The responses to the following questions submitted by the DfE are based on data collected from LA-maintained schools only because the appraisal regulations do not apply to teachers in academies or free schools.

Awareness of the new Teachers' Standards

The first question asked teachers whether they were aware of the new Teachers' Standards. The results can be viewed in Table 2 below.

Table 2 Please indicate whether or not you are aware of the new Teachers' Standards

	All	Primary	Secondary
Yes	94%	94%	94%
No	5%	5%	5%
Not sure	1%	1%	1%
Local base (N)	1158	731	428

Due to rounding, percentages may not sum to 100.

Due to the secondary and all teacher categories being weighted separately and the primary teacher category being unweighted, the number of primary and secondary respondents may not sum to the number of teachers in total. Source: NFER Omnibus Survey November 2012.

The data shows that the vast majority of teachers were aware of the new Standards (94%), and this did not differ by phase of respondent.

A small difference in response was evident between senior leaders (headteachers, deputy and assistant headteachers) and classroom teachers (i.e. respondents not in a senior leadership role). All but one of the senior leaders said that they were aware of the new Standards, compared to ninety-three per cent of classroom teachers. No notable difference was evident between the responses of teachers from different regions or when responses are considered according to role in school: at least nine out of every ten respondents stated that they were aware of the new Standards, regardless of region or role in school.

Awareness of the new appraisals regulations

Respondents were next asked whether they were aware of the new appraisal regulations. The results are presented in Table 3 below.

Table 3 Please indicate whether or not you are aware of the new appraisal regulations

	All	Primary	Secondary
Yes	87%	89%	85%
No	8%	7%	10%
Not sure	4%	4%	4%
Local base (N)	1157	730	428

Due to rounding, percentages may not sum to 100.

Due to the secondary and all teacher categories being weighted separately and the primary teacher category being unweighted, the number of primary and secondary respondents may not sum to the number of teachers in total. Source: NFER Omnibus Survey November 2012.

Although there was slightly less awareness than of the Teachers' Standards, the large majority of respondents (87%) were aware of the new appraisal regulations. There was little difference in response by phase. However, a difference was observed by seniority of respondent: 98 per cent of senior leaders were aware of the new appraisal regulations, as opposed to 85 per cent of classroom teachers. This may be that senior leaders, who are more likely to be responsible for drawing up the school's appraisal policy, carrying out staff appraisals and are therefore more aware of the new arrangements at this early stage of implementation.

Little difference was evident between respondents from different regions. Proportions stating that they were aware of the new appraisal regulations ranged from 84 per cent in the North East (n=54) and 86 per cent in the North West/Merseyside (n=119) and London (n=139) to 92 per cent in Eastern Regions (n=116). Given the small number of respondents from some regions, these results need to be treated with some caution.

Changes to performance management/appraisal policy

The next question asked teachers whether or not their school had changed its performance management/appraisal policy since the new regulations were introduced. The results are presented in Table 4 below.

Table 4 Please indicate whether or not your school has changed its performance management/appraisal policy since the new regulations were introduced

	All	Primary	Secondary
Yes	81%	80%	82%
No	9%	9%	9%
Not sure	10%	11%	9%
Local base (N)	1154	729	427

*Due to rounding, percentages may not sum to 100
 Due to the secondary and all teacher categories being weighted separately and the primary teacher category being unweighted, the number of primary and secondary respondents may not sum to the number of teachers in total. Source: NFER Omnibus Survey November 2012.*

The majority of teachers (81%) responded that their school had changed its performance management/appraisal policy since the new regulations were introduced. Ten per cent of respondents were unsure, and nine per cent reported that no changes had been implemented. There was minimal difference in response between teachers from primary and secondary schools.

It was more common for senior leaders than classroom teachers to report that their school had changed its policy since the introduction of the new regulations (90% and 79%, respectively). Classroom teachers were more likely than senior leaders to state that they were not sure if changes had been made (13% compared to two per cent, respectively). A generally higher level of awareness of changes to school-wide policy might be expected amongst more senior staff in schools, who are likely to be instrumental in embedding changes and in informing staff.

Little variation emerged by region. The proportion of respondents who stated that their school had changed their performance management/appraisal policy ranged from 76 per cent in the North West/Merseyside (n=103) and Yorkshire and The Humber (n=76) to 86 per cent in Eastern regions (n=109), but typically clustered around the 81 per cent mark.

In line with the finding that senior leaders more commonly stated that schools had changed their performance management policy than classroom teachers, similar variation emerged when results were analysed by teacher role. For example, 93 per cent of headteachers (n=59) reported that their school had made changes to its performance management/appraisal policy, compared to 79 per cent of post-threshold teachers who are not in senior leadership positions (n = 504). Again, due to the small numbers of teachers from some of these categories, these patterns should be read with some caution.

Whether performance will be assessed against the new Teachers’ Standards

Teachers were asked whether they had been told that their performance in the coming year would be assessed against the new Teachers’ Standards. The results are presented in Table 5 below.

Table 5 Please indicate whether or not you have been told that your performance in the coming year will be assessed against the new Teachers' Standards

	All	Primary	Secondary
Yes	86%	86%	86%
No	10%	10%	9%
Not sure	5%	4%	5%
Local base (N)	1156	730	427

*Due to rounding, percentages may not sum to 100
 Due to the secondary and all teacher categories being weighted separately and the primary teacher category being unweighted, the number of primary and secondary respondents may not sum to the number of teachers in total. Source: NFER Omnibus Survey November 2012.*

Table 5 shows that the majority of responding teachers (86%) had been told that their performance would be assessed against the new Teachers’ Standards. There was negligible difference in the results by school phase.

Analysis by seniority again revealed some differences. Ninety-three per cent of senior leaders compared to 84 per cent of classroom teachers had been told that their performance would be assessed against the new Standards.

Very little variation in response was evident when the results were analysed according to region. Eight percentage points lay between the highest and lowest proportions of responding teachers who stated that they had been told that the way in which their performance would be assessed would change.

Greater variation in response was apparent when results were broken down by teacher role. For example, all advanced skills teachers (n=17), 97 per cent of assistant headteachers (n=90) and 96 per cent of headteachers (n=61) responded positively when asked whether they had been told that their

performance would be assessed against the new Teachers’ Standards. This compares to 85 per cent of post-threshold and 79 per cent of main scale teachers excluding NQTs (n=538 and n=162 respectively). However, as stated earlier, numbers in some categories are too small to provide meaningful comparison.

Whether arrangements for lesson observations have changed since the introduction of the new appraisal arrangements

The next question asked teachers whether or not arrangements for lesson observations in their school had changed since the introduction of the new appraisal arrangements. Table 6 sets out the responses.

Table 6 Please indicate whether or not arrangements for lesson observations in your school have changed since the introduction of the new appraisal arrangements

	All	Primary	Secondary
Yes	51%	51%	52%
No	32%	33%	30%
Not sure	17%	16%	18%
Local base (N)	1156	730	427

*Due to rounding, percentages may not sum to 100
 Due to the secondary and all teacher categories being weighted separately and the primary teacher category being unweighted, the number of primary and secondary respondents may not sum to the number of teachers in total. Source: NFER Omnibus Survey November 2012.*

Responses to this question were more mixed than to previous questions, with one-half of all responding teachers reporting that arrangements for lesson observations had changed. There was little difference between the responses of teachers from primary and secondary schools.

When the results were analysed by seniority, it was evident that proportionally more classroom teachers were unsure whether or not the arrangements for lesson observation had changed compared to senior leaders (22% compared with 2%, respectively). Again, this is likely to be indicative of senior leaders in schools being better briefed about changes to arrangements than classroom teachers, given their likely enhanced responsibility for making such decisions and carrying out the lesson observations.

Some variation was evident in the responses of teachers from different regions. Responses stating that changes in lesson observations had been made ranged from 42 per cent of respondents from the East Midlands (n=34), and 45 per cent of respondents in Yorkshire and The Humber (n=45) up to 58 per cent of teachers from the Eastern region (n=73). However, given the small numbers of respondents from some regions, this range should be treated with some caution.

When the results were analysed by role, the pattern was similar to that in the analysis by seniority. In comparison with respondents in senior leadership roles, proportionately more teachers in other roles were unsure whether or not arrangements for lesson observation had changed. For example, only one per cent of headteachers were unsure if these arrangements had changed compared

with 18 per cent of post-threshold and 27 per cent of main scale teachers who are not in senior leadership positions

Impact of the new arrangements on *identifying underperformance*

The respondents who stated that they were aware of the new appraisal regulations (set out in Table 3, above) were asked two more questions. The first of these asked teachers to indicate whether or not they thought that the new arrangements for managing teacher performance would make it easier or harder for schools to identify underperformance. The responses are set out in Table 7.

Table 7 Please indicate whether or not you think the new arrangements for managing teacher performance introduced in September 2012 will make it easier or harder for schools to identify underperformance

	All	Primary	Secondary
Much easier	12%	12%	10%
Somewhat easier	43%	43%	44%
No effect	34%	33%	36%
Somewhat harder	1%	1%	2%
Much harder	1%	1%	2%
Don't know	9%	10%	5%
Local base (N)	1008	646	363

Due to rounding, percentages may not sum to 100

Due to the secondary and all teacher categories being weighted separately and the primary teacher category being unweighted, the number of primary and secondary respondents may not sum to the number of teachers in total. Source: NFER Omnibus Survey November 2012.

Just over one-half of respondents thought that the new arrangements would make it easier for schools to identify underperformance (55% felt it would be 'much' or 'somewhat' easier). One-third of respondents (34%), however, thought that it would have no effect. Only two per cent of teachers thought that the new arrangements would make it harder to identify underperformance. Results were very similar when considered by school phase.

More detailed analysis shows that senior leaders were proportionally more likely than classroom teachers to state that the new arrangements would make it 'much easier' for schools to identify underperformance (20% versus 9% respectively). Classroom teachers were instead proportionally more likely to state that they 'don't know' whether it would make it easier or harder (11%) compared to senior leaders (3%). This effect was more marked amongst teachers from primary schools than those from secondary schools (1% of senior leaders and 6% of classroom teachers in secondary schools responded 'don't know', as opposed to 3% of senior leaders and 13% of classroom teachers from primary schools). This may be because a greater proportion of classroom teachers, particularly those from primary schools, were less familiar with the new arrangements for managing teacher performance than their more senior colleagues so felt unable to offer an

opinion. Minimal further differences in response were apparent when results are broken down further by teacher role.

Very small differences in response were evident when responses were broken down by region. Proportions stating that the new arrangements would make it ‘much easier’ or ‘somewhat easier’ to identify underperformance ranged from 49 per cent in the West Midlands (n=56) to 59 per cent in both the South East (n=122) and Eastern (n=69) regions and 62 per cent in the North East (n=34). Proportionally more teachers from London and the South West (12%, n=16 and 16%, n=16 respectively) stated that they did not know whether the new arrangements would make it easier or harder to identify underperformance than teachers from other regions, where proportions responding ‘don’t know’ typically clustered around seven or eight per cent. In line with earlier comments, the small number of teachers in some of the regions mean that these results may not be reliable.

Impact of the new arrangements on *tackling* underperformance

The second question, which was asked only of teachers who reported that they were aware of the new appraisal regulations, asked them whether or not they thought that the new arrangements for managing teacher performance would make it easier or harder for schools to *tackle* underperformance. The responses are set out in Table 8.

Table 8 Please indicate whether or not you think the new arrangements for managing teacher performance introduced in September 2012 will make it easier or harder for schools to tackle underperformance

	All	Primary	Secondary
Much easier	16%	18%	14%
Somewhat easier	41%	42%	41%
No effect	30%	26%	36%
Somewhat harder	2%	2%	2%
Much harder	1%	1%	2%
Don't know	10%	12%	6%
Local base (N)	1012	648	365

*Due to rounding, percentages may not sum to 100
 Due to the secondary and all teacher categories being weighted separately and the primary teacher category being unweighted, the number of primary and secondary respondents may not sum to the number of teachers in total. Source: NFER Omnibus Survey November 2012.*

Very similar views emerged regarding the impact of the new arrangements on tackling underperformance as for identifying underperformance (as set out in the previous section). Fifty-seven per cent of all teachers felt that the new arrangements would make it easier to tackle underperformance. Small differences occurred by school phase. For example, secondary-level teachers were more likely than primary-level teachers to state that the new arrangements would have ‘no effect’ (36% versus 26% respectively).

Senior leaders were more positive about the likely impact of the new arrangements, being proportionally more likely than classroom teachers to state that the new arrangements would make it 'much easier' to tackle underperformance (29% versus 13% respectively). Classroom teachers were again proportionally more likely to state that they 'don't know' whether the new arrangements would make it easier or harder (12% versus 3% of senior leaders). This effect was more marked amongst teachers from primary schools than those from secondary schools (14 per cent versus 7 per cent respectively).

Very small differences were evident when responses were broken down by region. Proportions stating that the new arrangements would make it 'much easier' or 'somewhat easier' to tackle underperformance ranged from 52 per cent (n=61) in the North West to 64 per cent in the South East (n=134). As with the previous, similar question, proportionally more teachers from London and the South West (13%, n=18 and 18%, n=18 respectively) stated that they didn't know whether the new arrangements would make it easier or harder to tackle underperformance than teachers from other regions, where proportions responding 'don't know' typically clustered around nine per cent. Again, due to small numbers of respondents from some regions, these findings should be treated with some caution.

Subtle differences in response are apparent when results are broken down by teacher role, and echo the earlier finding that senior teachers tend to report more positive impacts of the new arrangements than their more junior colleagues. For example, 30 per cent of headteachers (n=19), 31 per cent of assistant headteachers (n=28), and 26 per cent of deputy headteachers (n=25) reported that the new arrangements would make it 'much easier' to tackle underperformance, compared to eight per cent of NQTs (n=2) and 10 per cent of main scale teachers (n=166). As before, due to only small numbers of respondents from some roles, these findings should be treated with some caution. Not surprisingly, NQTs in their first year of teaching since qualifying, were the most likely to say that they did not know.

Conclusions and implications

The findings from this series of questions indicate that the vast majority of teachers are aware of the new Teachers' Standards and the new appraisals regulations, but there is a better awareness amongst senior leaders than classroom teachers.

According to respondents, the majority of schools have made changes to their performance management/appraisal policy since the new regulations were introduced, and teachers have largely been informed that they will now be assessed against the new Teachers' Standards. As might be expected, senior leaders were more aware of policy and practice changes in their schools, reflecting the likelihood that they would be instrumental in embedding policy changes and carrying out appraisals.

Responding teachers were less clear about changes to lesson observations, or felt that they had not changed, as a result of the new appraisal arrangements. It may be that although teachers were aware of changes to policies and criteria for

performance, they were less familiar with how their lesson observations might change as a result. This survey was undertaken in November 2012 and it is likely that many respondents would not have had a lesson observation since their school's new policy came into effect in September, and that they would not therefore have been aware of any new arrangements for observation.

Around one-half of responding teachers felt that the new arrangements would make it easier for schools to identify and tackle underperformance. Very few thought that it would be harder, but around a third of all respondents thought it would have no effect. Again, senior leaders were more positive about the likely impact of the new arrangements, and perhaps better aware of their potential, given their greater involvement in managing performance.

Annex 1: Supporting information

How was the survey conducted?

This report is based on data from the November 2012 survey. A panel of 1609 practising teachers from 1252 schools in the maintained sector in England completed the survey. Teachers completed the survey online between the 9th and 21st November 2012. During the survey period, a team of experienced coders within the Foundation coded all 'open' questions (those without a pre-identified set of responses).

What was the composition of the panel?

The panel included teachers from the full range of roles in primary and secondary schools, from headteachers to newly qualified class teachers. Fifty per cent (801) of the respondents were teaching in primary schools and 50 per cent (808) were teaching in secondary schools.

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

There was no significant difference between the primary sample and primary population in terms of eligibility for free school meals. There was an under-representation of schools in the highest quintile and second lowest quintile in terms of eligibility for free school meals in the sample of secondary schools. In the overall sample (primary and secondary schools) there was under-representation in the highest quintile in terms of eligibility for free school meals. To address the issues with the primary and secondary samples, weights were calculated using free school meals factors to create a more balanced sample. Due to the differences between the populations of all schools and secondary schools, different weights were created for secondary schools and then for the whole sample overall. The weightings have been applied to the secondary schools and overall sample analyses referred to in this commentary. No weights have been applied to any of the primary sample analyses.

Tables S.1, S.2 and S.3 show the representation of the (weighted) achieved sample against the population. Table S.4 shows the representation of the (weighted) teacher sample by role in school.

Table S.1 Representation of primary schools compared to primary schools nationally

		National Population	NFER Sample
		%	%
Achievement Band (By KS2 2011 and GCSE 2011 data)	Lowest band	18	16
	2nd lowest band	18	17
	Middle band	17	20
	2nd highest band	21	22
	Highest band	24	23
	Missing	2	1
% eligible FSM (5 pt scale) (2010/11)	Lowest 20%	20	20
	2nd lowest 20%	20	20
	Middle 20%	19	20
	2nd highest 20%	20	20
	Highest 20%	20	20
	Missing	1	1
Region	North	30	24
	Midlands	32	31
	South	37	45
Local Authority type	London Borough	11	14
	Metropolitan Authorities	21	21
	English Unitary Authorities	18	18
	Counties	51	47
Number of schools		19942	1252

Due to rounding, percentages may not sum to 100

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

Source: NFER Omnibus Survey November 2012.

Table S.2 Representation of (weighted) secondary schools compared to secondary schools nationally

		National Population	NFER Sample
		%	%
Achievement Band (Overall performance by GCSE 2011 data)	Lowest band	17	15
	2nd lowest band	19	18
	Middle band	19	22
	2nd highest band	19	21
	Highest band	20	21
	Missing	6	3
% eligible FSM (5 pt scale) (2010/11)	Lowest 20%	19	19
	2nd lowest 20%	20	20
	Middle 20%	19	20
	2nd highest 20%	19	19
	Highest 20%	19	20
	Missing	4	2
Secondary school type	Middle	6	3
	Secondary Modern	2	1
	Comprehensive to 16	21	23
	Comprehensive to 18	24	29
	Grammar	5	6
	Other secondary school	<1	0
	Academies	42	39
Region	North	29	26
	Midlands	33	33
	South	38	41
Local Authority type	London Borough	13	14
	Metropolitan Authorities	21	22
	English Unitary Authorities	19	18
	Counties	47	46
Number of schools		3227	526

Due to rounding, percentages may not sum to 100.

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

Source: NFER Omnibus Survey November 2012.

Table S.3 Representation of all schools (weighted) compared to all schools nationally

		National Population	NER Sample
		%	%
Achievement Band (By KS2 2011 and GCSE 2011 data)	Lowest band	18	16
	2nd lowest band	18	17
	Middle band	17	20
	2nd highest band	21	22
	Highest band	24	23
	Missing	2	1
% eligible FSM (5 pt scale) (2010/11)	Lowest 20%	20	20
	2nd lowest 20%	20	20
	Middle 20%	19	20
	2nd highest 20%	20	20
	Highest 20%	20	20
	Missing	1	1
Region	North	30	24
	Midlands	32	31
	South	37	45
Local Authority type	London Borough	11	14
	Metropolitan Authorities	21	21
	English Unitary Authorities	18	18
	Counties	51	47
Number of schools		19942	1252

Due to rounding, percentages may not sum to 100

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

Source: NFER Omnibus Survey November 2012.

Table S.4 Comparison of the achieved (weighted) sample with the national population by grade of teacher (not including Academies)

Role	Primary schools				Secondary schools			
	National Population ¹		NFER Sample		National Population ¹		NFER Sample ³	
	N ¹	%	N	%	N ¹	%	N	%
Headteachers	15.4	8	63	8	2.1	2	5	1
Deputy Headteachers	10.8	6	82	11	3.3	2	19	4
Assistant Headteachers	6.4	3	54	7	7.6	6	51	10
Class teachers and others	155.6	83	567	74	119.2	90	424	85

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

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

3. Secondary sample data is weighted.

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

5. Sources: NFER Omnibus Survey November 2012, DfE: School Workforce in England, November 2011, <http://media.education.gov.uk/assets/files/pdf/s/sfr06-2012v6.pdf> [10 December 2012].

Table S.5 Comparison of the achieved weighted Academies sample with the national population by grade of teacher

Role	All Academies (primary and secondary)			
	National Population ¹		NFER Sample ³	
	N ¹	%	N	%
Headteachers	1.4	2	6	2
Deputy Headteachers	2.1	3	11	3
Assistant Headteachers	4.0	5	25	7
Class teachers and others	67.7	90	306	88

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

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

3. Secondary/all teacher sample data is weighted.

4. Sources: NFER Omnibus Survey November 2012, DfE: School Workforce in England, November 2011, <http://media.education.gov.uk/assets/files/pdf/s/sfr06-2012v6.pdf> [10 December 2012].

How accurately do the results represent the national position?

Assuming that our data is representative of the population at large (and there is no evidence to suggest otherwise) we can calculate the precision of results from each of our samples based on the number of respondents. The smallest number

of respondents is for the primary school sample where we have 801 respondents. In this case we can calculate that all results based on the full sample will be precise to within at worst plus or minus 5 percentage points. This means that we are 95 per cent sure that if we were to collect results from all primary schools in the country the results we would get would be within 5 percentage points of the results presented in this report. We have marginally more respondents within the secondary school sample and hence can be even more confident about our results. For this reason, **within any of our samples, the precision of results based on all respondents will be precise to within at worst plus or minus 5 percentage points.**

Certain questions within the survey were filtered and in these cases the number of respondents to questions may be much smaller. In these cases we may need to be more cautious about the precision of the percentages presented within the report. The table below gives a rough guide to the level of precision that can be attributed to each table based upon the total number of respondents. For example, if a table is based upon just 40 respondents we can only be sure that the percentages within that table are correct to within plus or minus 16 percentage points.

Table S.6 Precision of estimates in percentage point terms

Number of respondents	Precision of estimates in percentage point terms
30	18
40	16
50	14
75	12
100	10
150	9
200	7
300	6
400	5
650	4

Annex 2: Cross tabulations of questions by seniority

Table A1. Are you currently teaching in a school maintained by the Local Authority (LA-maintained school)?

	Senior leader	Classroom teacher
Yes	80%	71%
No	20%	29%
Not sure	0%	1%
Local base (N)	298	1302

*Due to rounding, percentages may not sum to 100
Source: NFER Omnibus Survey November 2012.*

Table A2. Please indicate whether or not you were aware of the new Teachers' Standards

	Senior leader	Classroom teacher
Yes	100%	93%
No	>1%	6%
Not sure	>1%	2%
Local base (N)	240	918

*Due to rounding, percentages may not sum to 100
Source: NFER Omnibus Survey November 2012.*

Table A3. Please indicate whether or not you were aware of the new appraisals regulations

	Senior leader	Classroom teacher
Yes	98%	85%
No	2%	10%
Not sure	1%	5%
Local base (N)	240	917

*Due to rounding, percentages may not sum to 100
Source: NFER Omnibus Survey November 2012.*

Table A4. Please indicate whether or not your school has changed its performance management/appraisal policy since the new regulations were introduced

	Senior leader	Classroom teacher
Yes	90%	79%
No	8%	9%
Not sure	2%	13%
Local base (N)	240	915

Due to rounding, percentages may not sum to 100
Source: NFER Omnibus Survey November 2012.

Table A5. Please indicate whether or not you have been told that your performance in the coming year will be assessed against the new Teachers' Standards

	Senior leader	Classroom teacher
Yes	93%	84%
No	5%	11%
Not sure	2%	6%
Local base (N)	240	916

Due to rounding, percentages may not sum to 100
Source: NFER Omnibus Survey November 2012.

Table A6. Please indicate whether or not arrangements for lesson observations in your school have changed since the introduction of the new appraisal arrangements

	Senior leader	Classroom teacher
Yes	52%	50%
No	46%	28%
Not sure	2%	22%
Local base (N)	240	916

Due to rounding, percentages may not sum to 100
Source: NFER Omnibus Survey November 2012.

Table A7. Please indicate whether or not you think the new arrangements for managing teacher performance introduced in September 2012 will make it easier or harder for schools to identify

	Senior leader	Classroom teacher
Much easier	20%	9%
Somewhat easier	39%	44%
No effect	37%	34%
Somewhat harder	1%	1%
Much harder	1%	1%
Don't know	3%	11%
Local base (N)	233	775

*Due to rounding, percentages may not sum to 100
Source: NFER Omnibus Survey November 2012.*

Table A8. Please indicate whether or not you think the new arrangements for managing teacher performance introduced in September 2012 will make it easier or harder for schools to tackle underperformance

	Senior leader	Classroom teacher
Much easier	29%	13%
Somewhat easier	43%	40%
No effect	24%	32%
Somewhat harder	1%	2%
Much harder	1%	1%
Don't know	3%	12%
Local base (N)	234	777

*Due to rounding, percentages may not sum to 100
Source: NFER Omnibus Survey November 2012.*

Annex 3: Cross tabulations of questions by role in school

Table A9. Are you currently teaching in a school maintained by the Local Authority (LA-maintained school)?

	Headteacher	Deputy Headteacher	Assistant Headteacher	Advanced Skills Teacher	Excellent Teacher	Post-threshold Teacher	Main scale Teacher	Newly Qualified Teacher ¹
Yes	86%	87%	72%	51%	61%	68%	80%	71%
No	14%	13%	28%	45%	39%	31%	18%	27%
Don't know	0%	0%	0%	4%	0%	<1%	2%	3%
Local Base	74	112	128	32	14	933	255	51

Due to rounding, percentages may not sum to 100

Respondents teaching in an Academy or Free School were told to select 'no'. Only small numbers of respondents in some role categories were able to answer this question so the findings should be treated with caution.

Source: NFER Omnibus Survey November 2012.

¹*Newly Qualified Teachers (NQTs) who have yet to complete their induction*

Table A10. Please indicate whether or not you are aware of the new Teachers' Standards

	Headteacher	Deputy Headteacher	Assistant Headteacher	Advanced Skills Teacher	Excellent Teacher	Post-threshold Teacher	Main scale Teacher	Newly Qualified Teacher ¹
Yes	100%	100%	100%	100%	100%	93%	90%	96%
No	0%	0%	0%	0%	0%	6%	9%	4%
Don't know	0%	0%	0%	0%	0%	2%	2%	0%
Local Base	64	98	93	17	9	638	205	36

Due to rounding, percentages may not sum to 100

Only small numbers of respondents in some role categories were able to answer this question so the findings should be treated with caution.

Source: NFER Omnibus Survey November 2012.

¹*Newly Qualified Teachers (NQTs) who have yet to complete their induction*

Table A11. Please indicate whether or not you are aware of the new appraisals regulations

	Headteacher	Deputy Headteacher	Assistant Headteacher	Advanced Skills Teacher	Excellent Teacher	Post-threshold Teacher	Main scale Teacher	Newly Qualified Teacher ¹
Yes	98%	98%	96%	100%	100%	86%	81%	67%
No	2%	1%	1%	0%	0%	9%	13%	23%
Don't know	0%	1%	3%	0%	0%	4%	6%	10%
Local Base	64	98	93	17	9	637	205	36

Due to rounding, percentages may not sum to 100

Only small numbers of respondents in some role categories were able to answer this question so the findings should be treated with caution

Source: NFER Omnibus Survey November 2012.

¹*Newly Qualified Teachers (NQTs) who have yet to complete their induction*

Table A12. Please indicate whether or not your school has changed its performance management/appraisal policy since the new regulations were introduced

	Headteacher	Deputy Headteacher	Assistant Headteacher	Advanced Skills Teacher	Excellent Teacher	Post-threshold Teacher	Main scale Teacher	Newly Qualified Teacher ¹
Yes	93%	91%	88%	95%	89%	79%	77%	59%
No	7%	8%	8%	6%	0%	9%	9%	6%
Don't know	0%	1%	5%	0%	11%	11%	14%	35%
Local Base	64	98	93	17	9	636	204	36

Due to rounding, percentages may not sum to 100

Only small numbers of respondents in some role categories were able to answer this question so the findings should be treated with caution

Source: NFER Omnibus Survey November 2012.

¹*Newly Qualified Teachers (NQTs) who have yet to complete their induction*

Table A13. Please indicate whether or not you have been told that your performance in the coming year will be assessed against the new Teachers' Standards

	Headteacher	Deputy Headteacher	Assistant Headteacher	Advanced Skills Teacher	Excellent Teacher	Post-threshold Teacher	Main scale Teacher	Newly Qualified Teacher ¹
Yes	96%	88%	97%	100%	89%	85%	79%	86%
No	3%	9%	2%	0%	0%	11%	13%	7%
Don't know	1%	3%	1%	0%	11%	5%	8%	7%
Local Base	64	98	93	17	9	636	205	36

Due to rounding, percentages may not sum to 100

Only small numbers of respondents in some role categories were able to answer this question so the findings should be treated with caution

Source: NFER Omnibus Survey November 2012.

¹*Newly Qualified Teachers (NQTs) who have yet to complete their induction*

Table A14. Please indicate whether or not arrangements for lesson observations in your school have changed since the introduction of the new appraisal arrangements

	Headteacher	Deputy Headteacher	Assistant Headteacher	Advanced Skills Teacher	Excellent Teacher	Post-threshold Teacher	Main scale Teacher	Newly Qualified Teacher ¹
Yes	46%	55%	57%	69%	74%	49%	49%	49%
No	53%	43%	38%	11%	16%	32%	24%	5%
Don't know	1%	2%	5%	20%	11%	18%	27%	47%
Local Base	64	98	93	17	9	636	205	36

Due to rounding, percentages may not sum to 100

Only small numbers of respondents in some role categories were able to answer this question so the findings should be treated with caution.

Source: NFER Omnibus Survey November 2012.

¹*Newly Qualified Teachers (NQTs) who have yet to complete their induction*

Table A15. Please indicate whether or not you think the new arrangements for managing teacher performance introduced in September 2012 will make it easier or harder for schools to identify underperformance

	Headteacher	Deputy Headteacher	Assistant Headteacher	Advanced Skills Teacher	Excellent Teacher	Post-threshold Teacher	Main scale Teacher	Newly Qualified Teacher ¹
Much easier	21%	17%	21%	0%	22%	10%	9%	8%
Somewhat easier	35%	43%	40%	60%	21%	42%	47%	61%
No effect	44%	37%	31%	34%	31%	37%	26%	10%
Somewhat harder	0%	1%	1%	0%	11%	1%	2%	0%
Much harder	0%	0%	3%	0%	0%	1%	1%	0%
Don't know	0%	2%	4%	6%	16%	9%	15%	21%
Local base	63	96	88	17	9	548	165	24

Due to rounding, percentages may not sum to 100

Only small numbers of respondents in some role categories were able to answer this question so the findings should be treated with caution.

Source: NFER Omnibus Survey November 2012.

¹*Newly Qualified Teachers (NQTs) who have yet to complete their induction*

Table A16. Please indicate whether or not you think the new arrangements for managing teacher performance introduced in September 2012 will make it easier or harder for schools to tackle underperformance

	Headteacher	Deputy Headteacher	Assistant Headteacher	Advanced Skills Teacher	Excellent Teacher	Post-threshold Teacher	Main scale Teacher	Newly Qualified Teacher ¹
Much easier	30%	26%	31%	6%	22%	13%	10%	8%
Somewhat easier	47%	44%	36%	52%	31%	40%	41%	55%
No effect	24%	24%	26%	36%	21%	33%	28%	12%
Somewhat harder	0%	1%	1%	0%	11%	2%	3%	0%
Much harder	0%	0%	2%	0%	0%	2%	1%	0%
Don't know	0%	5%	4%	6%	16%	11%	17%	25%
Local base	63	96	89	17	9	549	166	24

Due to rounding, percentages may not sum to 100

Only small numbers of respondents in some role categories were able to answer this question so the findings should be treated with caution.

Source: NFER Omnibus Survey November 2012.

¹*Newly Qualified Teachers (NQTs) who have yet to complete their induction*

Annex 4: Cross tabulations of questions by region

Table A17. Are you currently teaching in a school maintained by the Local Authority (LA-maintained school)?

	North East	North West/Merseyside	Yorkshire & The Humber	East Midlands	West Midlands	Eastern	London	South East	South West
Yes	80%	77%	78%	71%	73%	62%	76%	81%	56%
No	19%	23%	22%	29%	26%	37%	22%	19%	43%
Don't know	1%	1%	0%	0%	1%	<1%	2%	<1%	1%
Local Base	81	180	128	113	173	203	211	299	212

Due to rounding, percentages may not sum to 100

In some regions, only small numbers of respondents were able to answer this question so the findings should be treated with caution.

Source: NFER Omnibus Survey November 2012.

Table A18. Please indicate whether or not you were aware of the new Teachers' Standards

	North East	North West/Merseyside	Yorkshire & The Humber	East Midlands	West Midlands	Eastern	London	South East	South West
Yes	94%	94%	93%	91%	96%	94%	94%	95%	94%
No	2%	5%	6%	8%	4%	5%	4%	4%	5%
Don't know	4%	1%	1%	1%	0%	1%	2%	2%	1%
Local Base	64	139	100	80	127	126	161	242	120

Due to rounding, percentages may not sum to 100

In some regions, only small numbers of respondents were able to answer this question so the findings should be treated with caution.

Source: NFER Omnibus Survey November 2012.

Table A19. Please indicate whether or not you were aware of the new appraisals regulations

	North East	North West/Merseyside	Yorkshire & The Humber	East Midlands	West Midlands	Eastern	London	South East	South West
Yes	84%	86%	89%	87%	90%	92%	86%	87%	86%
No	8%	10%	10%	11%	7%	5%	9%	8%	9%
Don't know	9%	4%	1%	2%	4%	3%	5%	5%	5%
Local Base	64	139	100	80	127	126	161	241	120

Due to rounding, percentages may not sum to 100

In some regions, only small numbers of respondents were able to answer this question so the findings should be treated with caution.

Source: NFER Omnibus Survey November 2012.

Table A20. Please indicate whether or not your school has changed its performance management/appraisal policy since the new regulations were introduced

	North East	North West/Merseyside	Yorkshire & The Humber	East Midlands	West Midlands	Eastern	London	South East	South West
Yes	81%	76%	76%	80%	81%	86%	81%	82%	83%
No	5%	12%	13%	5%	8%	8%	10%	9%	5%
Don't know	15%	12%	11%	14%	11%	6%	9%	9%	11%
Local Base	64	136	100	80	127	126	161	241	120

Due to rounding, percentages may not sum to 100

In some regions, only small numbers of respondents were able to answer this question so the findings should be treated with caution.

Source: NFER Omnibus Survey November 2012.

Table A21. Please indicate whether or not you have been told that your performance in the coming year will be assessed against the new Teachers' Standards

	North East	North West/Merseyside	Yorkshire & The Humber	East Midlands	West Midlands	Eastern	London	South East	South West
Yes	86%	82%	82%	83%	90%	86%	85%	89%	88%
No	5%	14%	12%	15%	8%	10%	11%	7%	6%
Don't know	10%	4%	6%	3%	2%	5%	5%	5%	6%
Local Base	64	139	100	80	127	126	161	240	120

Due to rounding, percentages may not sum to 100

In some regions, only small numbers of respondents were able to answer this question so the findings should be treated with caution.

Source: NFER Omnibus Survey November 2012.

Table A22. Please indicate whether or not arrangements for lesson observations in your school have changed since the introduction of the new appraisal arrangements

	North East	North West/Merseyside	Yorkshire & The Humber	East Midlands	West Midlands	Eastern	London	South East	South West
Yes	53%	49%	45%	42%	49%	58%	52%	53%	50%
No	29%	39%	35%	35%	39%	30%	30%	28%	28%
Don't know	19%	12%	20%	23%	13%	12%	19%	20%	22%
Local Base	64	139	100	80	127	126	161	240	120

Due to rounding, percentages may not sum to 100

In some regions, only small numbers of respondents were able to answer this question so the findings should be treated with caution.

Source: NFER Omnibus Survey November 2012.

Table A23. Please indicate whether or not you think the new arrangements for managing teacher performance introduced in September 2012 will make it easier or harder for schools to identify underperformance

	North East	North West/Merseyside	Yorkshire & The Humber	East Midlands	West Midlands	Eastern	London	South East	South West
Much easier	8%	11%	14%	13%	15%	16%	9%	10%	11%
Somewhat easier	54%	40%	42%	41%	34%	43%	43%	49%	40%
No effect	30%	40%	34%	36%	40%	31%	33%	32%	32%
Somewhat harder	0%	2%	2%	1%	1%	1%	1%	2%	1%
Much harder	0%	0%	0%	2%	3%	2%	2%	0%	1%
Don't know	8%	7%	9%	7%	8%	8%	12%	7%	16%
Local Base	54	118	89	69	114	116	139	207	102

Due to rounding, percentages may not sum to 100

In some regions, only small numbers of respondents were able to answer this question so the findings should be treated with caution.

Source: NFER Omnibus Survey November 2012.

Table A24. Please indicate whether or not you think the new arrangements for managing teacher performance introduced in September 2012 will make it easier or harder for schools to tackle underperformance

	North East	North West/Merseyside	Yorkshire & The Humber	East Midlands	West Midlands	Eastern	London	South East	South West
Much easier	13%	15%	14%	16%	23%	18%	18%	15%	15%
Somewhat easier	39%	36%	40%	36%	38%	38%	42%	50%	38%
No effect	39%	36%	36%	31%	26%	31%	24%	26%	28%
Somewhat harder	2%	1%	2%	6%	2%	1%	1%	2%	1%
Much harder	0%	1%	1%	2%	2%	2%	3%	0%	0%
Don't know	8%	11%	8%	9%	9%	10%	13%	7%	18%
Local Base	54	119	89	69	114	116	139	209	102

Due to rounding, percentages may not sum to 100

In some regions, only small numbers of respondents were able to answer this question so the findings should be treated with caution.

Source: NFER Omnibus Survey November 2012.



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