

The Department for Education (DfE) and Ofsted support the NASUWT view on the use of data targets for teachers' performance management.

***Making Data Work*, the recent DfE report, states:**

'Trying to hold teachers to account for assessments that they typically administer themselves undermines effective assessment and risks unduly distorting curriculum and classroom practice. The performance of a single exam class should also not be used as a principal measure of teaching quality in a performance management system, not least because it can distort the focus of teachers away from other classes. The exam performance of a class depends on many factors, most of which are outside the control of the person who happens to have them in their final year. This is why pay progression should never be dependent on quantitative assessment metrics, such as test outcomes.'

This DfE report is in accord with the NASUWT's long-held position that data targets should never be used for the performance management of teachers. The report is available at: <https://www.nasuwt.org.uk/advice/conditions-of-service/workload.html>.

***Ofsted Mythbusters* – Ofsted has confirmed the DfE position on data, stating:**

'Inspectors do not expect school leaders to set teacher performance targets based on commercially produced predictions of pupil achievement, or any other data set, from which they would hold teachers to account.'

The Ofsted Mythbusters can be found at: www.nasuwt.org.uk/ofstedinspectionmyths.

New Ofsted Framework

Changes to the Ofsted Framework from September 2019 highlight the need for school leadership to bear down on workload and cut down their dependence on the use of internal data. The NASUWT welcomes the provision in the new Ofsted Framework that no school will be identified as outstanding, unless it takes the wellbeing of staff and working conditions of teachers seriously.

You can read the NASUWT Ofsted Framework Consultation Document at:
www.nasuwt.org.uk/workload.

CMAT News

The NASUWT has met with Cambridge Meridian Academies Trust (CMAT) this term and consulted on the Capability and Appraisal policies, neither of which have been agreed with the NASUWT. The NASUWT will be submitting a pay claim for 2019-20 on behalf of members in CMAT. If you would like us to raise any collective issues before our next meeting, please contact us on advice@mail.nasuwt.org.uk.

If you have any individual concerns you would like confidential advice on, please contact the member support line on 03330 145550.

Become an NASUWT Workplace Representative

The NASUWT Workplace Representative is a vital role in improving conditions for teachers, particularly important at this time of increased workload, constant change and pressure on the teaching profession.

As a Workplace Representative, you are entitled to time out for training, and would receive two days of training. This will inform you of your rights as an employee, and give you the opportunity to contribute to consultations and negotiations around school policies, workload and working practices.

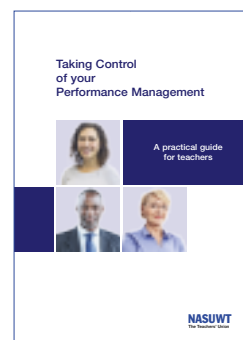
Call us today on 03330 145550 to find out more about the role.

“My training as a Workplace Representative has informed me of our rights as teachers. I feel empowered to raise issues on behalf of NASUWT members.”

Performance Management/Appraisal Update

The final half-term of the academic year is a good time to revisit your performance management (PM) objectives and make sure that you are on track to achieve pay progression. If there is a reason that you have not been able to achieve a particular objective fully, make sure this is documented with your line manager. If you are leaving the school, this is the time to make sure your PM objectives are signed off, as your new school may ask for this evidence for your pay progression. If you intend to apply for the Upper Pay Scale, ask to see the school's pay policy so that you are aware what is required. This should not require excessive evidence collecting or self-assessment against the Teachers' Standards. Do not be put off applying for the Upper Pay Scale. If you do not, your pension and pay will be lower in the long term. Pension is 'deferred pay'. The NASUWT has identified that in many trusts part-time workers are not receiving pay progression at the same rate as their full-time colleagues. The Upper Pay Scale should not increase your workload and is not a management payment such as a Teaching and Learning Responsibility (TLR) payment.

Read *Taking Control of your Performance Management* at: <https://www.nasuwt.org.uk/advice/performance-management.html>.



Starting a new post in September?

There are now a variety of different types of schools, which include academies, free schools, maintained schools and voluntary aided schools. Academies and free schools sometimes have their own contracts but many follow the national School Teachers' Pay and Conditions Document (STPCD) and Burgundy Book. This contract outlines our minimum expectations for teachers' terms and conditions.

If you have been offered a new post, these are the questions you should ask:

1. Does the school or academy follow the STPCD and the Burgundy Book?
2. Can you have a copy of the contract? Some academies have added clauses such as:
 - probationary periods;
 - changes to term dates;
 - the requirement to move to different schools in the MAT (mobility clause).
3. Does the school follow the Teachers' Pension Scheme?
4. Will the school recognise your previous service for ill health, maternity and redundancy? If not, you may find you are back to your first year's allocation if you become ill (25 working days at full pay and 25 working days at half pay) and you will have to work 26 weeks before you are entitled to Occupational Maternity Pay.
5. Where will the school place you on the pay scale? Is there pay portability? If you were set to move up the pay scale this year, will they honour this? Ask for your rate of pay to be confirmed in your offer letter.

Health, Safety and Safeguarding Focus – Keep Safe!

Behaviour Management – Chris Keates has spoken out about the culture of ‘teacher blaming’ which some restorative justice behaviour systems have created. The NASUWT has developed guidance on Behaviour Management, including our Behaviour Management Principles and Guidance on developing and reviewing school procedures. This is available at: www.nasuwt.org.uk/behaviour.

In the case of violent and abusive behaviour, the NASUWT has produced guidance on risk assessments for members, school representatives and school leaders: www.nasuwt.org.uk/behaviour.

Excessive Heat Guidance – In the NASUWT *Safe to Teach?* report, 94% of surveyed members stated that they had worked in excessively high temperatures during the summer. You will find our bulletin on excessive temperatures at: www.nasuwt.org.uk/excessivetemperatures.

Managing Menopause in the Workplace – Teaching is a predominately female profession; therefore, the health of teachers during the menopause should be a high priority in all workplaces. Our guidance explains the impact of the menopause in the workplace and how employers should comply with their statutory duties under the Health and Safety at Work Act and the Equality Act: www.nasuwt.org.uk/menopause.

Invigilation and Gained Time

Read our guidance on invigilation of exams and gained time in the action short of strike action instructions: www.nasuwt.org.uk/englandindustrialactionfaqs.

Calendar, Timetabling and Directed Time

NASUWT Representatives and members should have been consulted on the calendar, to ensure that the timetable of meetings is within the 1,265 hours of directed time contractual limit. This is a good time to check that extra meetings are not creeping into the published timetable. Information on directed time is available at: www.nasuwt.org.uk/directedtime.

Flexible Working Applications

You may be considering an application to apply for flexible working in September. You can only do this once in a 12-month period, so make sure you have read the NASUWT advice and request the school Flexible Working Policy: www.nasuwt.org.uk/flexibleworking.

NASUWT Conference Focus

Members of the NASUWT gathered in Belfast for the 100th Annual Conference during the Easter Break. The Conference celebrated 100 years of the work of the NASUWT, including in Northern Ireland, where the NASUWT is the largest teachers' union. At the Conference, members debated motions on issues such as Age Discrimination, Mental Health, Pupil Indiscipline, Data and Assessment, Valuing Teachers, and Pension Reform. These motions were written by NASUWT members, and those motions which received the highest vote in a ballot of all our members were debated. Those motions agreed at Conference will lead the work of the Union in the forthcoming year.



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July 2019

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