

PERFORMANCE MANAGEMENT/ APPRAISAL CHECKLIST

Performance management/appraisal policies acceptable to the NASUWT will have all of the following key features.

- A clear statement that the performance management/appraisal process is developmental and supportive and intended to foster professional dialogue between colleagues.
- A clear timeline for the completion of the performance management/appraisal process in the annual cycle.
- No requirement to schedule formal meetings to review performance during the cycle.
- A designated appraiser who should normally have line management responsibilities for the teacher whose performance they are reviewing and who conducts all aspects of the review, including pay recommendations, for teachers who are eligible.
- Provisions stating what should be included in the planning statement.
- A right of appeal.
- Pay progression for eligible teachers as a result of the performance management/ appraisal review where teachers have met or made significant progress towards meeting their objectives. The performance management/appraisal review statement at the end of the cycle must be the only source of evidence teachers require to support pay progression. The policy should enable teachers to submit additional evidence if they choose but they cannot be requested or directed to submit additional evidence or penalised if they choose not to do so.
- Clear statements that:
 - the Teachers' Standards will be used to inform the setting of the teacher's performance management/appraisal objectives;
 - the Teachers' Standards will not be used as a checklist against which the teacher's performance is assessed;
 - assessment against the Teachers' Standards will start from the premise that all teachers are meeting the Teachers' Standards and they will be assessed as meeting the standards unless clear, compelling written evidence to the contrary is provided.

- No more than three objectives will be set for any teacher.
- The teacher's objectives are the focus for the performance management/appraisal review.
- A clear distinction is made between performance management/appraisal and capability procedures with an informal stage before formal capability. If a teacher's performance is causing serious concern, the policy must state that a meeting with the teacher will be called to consider the evidence of serious concern. In addition, where the case for serious concern is made the policy must state that an appropriate period of support will be provided, at the end of which will be a further meeting to review progress. If the teacher is still experiencing difficulties then consideration may need to be given as to whether formal capability procedures should begin.
- The content of the performance management/appraisal review statement must be drawn up in discussion between the appraiser and appraisee.
- All performance management activities will take place within the teacher's directed time, but not within a teacher's PPA time.
- There should be a limit of a total of three observations for all purposes. Under no circumstances shall the total time occupied by all observations exceed three hours per year and the focus and timing must be agreed in the teacher's performance management/appraisal planning statement.
- Performance Management Review statements are confidential to the head teacher, appraiser and the appraisee.
- The operation of the performance management/appraisal policy and process has been workload impact assessed to ensure that it does not add to the workload of anyone involved.