

**PERFORMANCE MANAGEMENT
AND PAY POLICY AUDIT TOOL**

www.nasuwt.org.uk/PayandPerformanceManagement

	Met	Not Met
<p>1. Performance management/appraisal of teachers</p> <p>Performance management/appraisal procedures at the school will operate in accordance with the NASUWT checklist.</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>2. Salary determination</p> <p>The school will determine the salary of a teacher on an annual basis and notify the teacher in writing of the salary determination by 31 October each year with effect from 1 September of that year.</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>3. Determining the pay of appointees/ maintaining 'pay portability'</p> <p>The school is committed to the principle of pay portability and will apply this principle in practice when making all new appointments.</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>4. Determining the pay ranges for vacant teaching posts</p> <p>The school will not restrict the pay available for appointees to vacant classroom teacher posts, other than the lower limit of the Main Pay Range and the upper limit of the Upper Pay Range.</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>5. Main Pay Range – pay scale</p> <p>Teachers on the Main Pay Range will be paid on the six-point scale on the Main Pay Range attached.</p>	<input type="checkbox"/>	<input type="checkbox"/>

	Met	Not Met
<p>6. Main Pay Range – pay progression</p> <p>Teachers will be awarded pay progression on the Main Pay Range following a successful performance management/appraisal review.</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>The review will be deemed to be successful unless significant concerns about standards of performance have been raised in writing with the teacher during the annual performance management/ appraisal cycle and have not been sufficiently addressed through support provided by the school by the conclusion of that process.</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Teachers in their induction year will be awarded pay progression on the successful completion of induction.</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>7. Moving from the Main Pay Range to the Upper Pay Range</p> <p>Teachers who apply to move to the Upper Pay Range from point six of the Main Pay Range will be awarded progression to that Range having regard to the most recent performance management/ appraisal review.</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>The review will be deemed to be successful unless significant concerns about standards of performance have been raised in writing with the teacher during the annual performance management/ appraisal cycle and have not been sufficiently addressed through support provided by the school by the conclusion of that process.</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>8. Upper Pay Range – pay scale</p> <p>Teachers on the Upper Pay Range will be paid on the three-point scale on the Upper Pay Range attached.</p>	<input type="checkbox"/>	<input type="checkbox"/>

	Met	Not Met
<p>9. Upper Pay Range – pay progression</p> <p>Teachers will be awarded pay progression on the Upper Pay Range following a successful performance management/appraisal review.</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>The review will be deemed to be successful unless significant concerns about standards of performance have been raised in writing with the teacher during the annual performance management/ appraisal cycle and have not been sufficiently addressed through support provided by the school by the conclusion of that process.</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>10. TLR payments</p> <p>TLR1 and TLR2 payments will be allocated in accordance with the criteria in the STPCD.</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Teachers will not be expected to undertake permanent additional responsibilities without payment of a permanent TLR1 or TLR2 payment.</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Clear criteria for the award, level and duration of time-limited TLR3 payments will be set out. There will be full consultation with union representatives and agreement with the NASUWT before the decision is made to make any such payment.</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>11. Appeals procedures</p> <p>Teachers have the right to make representations and to appeal about any aspect of their pay or pay progression in accordance with an appeals procedure within the policy which meets, as a minimum, the statutory requirements on disputes resolution.</p>	<input type="checkbox"/>	<input type="checkbox"/>

	Met	Not Met
<p>12. Monitoring and review of the policy</p> <p>The policy will be monitored and reviewed by the relevant body in conjunction with union representatives on an annual basis. An annual written report on the operation of the pay policy, recording pay decisions taken and equality impact, will be provided to union representatives.</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>13. A clear statement that the performance management/appraisal process is developmental and supportive and intended to foster professional dialogue between colleagues.</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>14. A clear timeline for the completion of the performance management/appraisal process in the annual cycle.</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>15. No requirement to schedule formal meetings to review performance during the cycle.</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>16. 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.</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>17. Provisions stating what should be included in the planning statement.</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>18. A right of appeal.</p>	<input type="checkbox"/>	<input type="checkbox"/>

	Met	Not Met
<p>19. 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.</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>20. Clear statements that:</p> <ul style="list-style-type: none"> • the Teachers' Standards will be used to inform the setting of the teacher's performance management/appraisal objectives; • the Teachers' Standards <i>will not be used</i> 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. 	<input type="checkbox"/>	<input type="checkbox"/>
<p>21. No more than three objectives will be set for any teacher.</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>22. The teacher's objectives are the focus for the performance management/appraisal review.</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>23. The content of the performance management/appraisal review statement must be drawn up in discussion between the appraiser and appraisee.</p>	<input type="checkbox"/>	<input type="checkbox"/>

	Met	Not Met
24. All performance management activities will take place within the teacher's directed time, but not within a teacher's PPA time.	<input type="checkbox"/>	<input type="checkbox"/>
25. 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.	<input type="checkbox"/>	<input type="checkbox"/>
26. 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.	<input type="checkbox"/>	<input type="checkbox"/>
27. Performance Management Review statements are confidential to the head teacher, appraiser and the appraisee.	<input type="checkbox"/>	<input type="checkbox"/>
28. 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.	<input type="checkbox"/>	<input type="checkbox"/>

	Met	Not Met
29. Planning and preparing for observation	<input type="checkbox"/>	<input type="checkbox"/>
In keeping with the school governing body's commitment to supportive and developmental classroom observation the headteacher will:		
• consult teachers on the pattern of classroom observation which they can expect annually and seek agreement with teachers and union representatives on these arrangements;	<input type="checkbox"/>	<input type="checkbox"/>
• ensure that those being observed for all purposes will be notified at least five working days in advance;	<input type="checkbox"/>	<input type="checkbox"/>
• arrange, as far as possible, for all observations to take place at a time agreed between the teacher and the observer;	<input type="checkbox"/>	<input type="checkbox"/>
• ensure that there is a reasonable amount of time between classroom observations, irrespective of the purpose of those observations.	<input type="checkbox"/>	<input type="checkbox"/>
30. Classroom observation will be undertaken solely by persons with qualified teacher status (QTS) and the appropriate training and professional skills to undertake observation and to provide constructive oral and written feedback and support, in the context of professional dialogue between colleagues.	<input type="checkbox"/>	<input type="checkbox"/>
31. Planning for observation will take place at the start of the appraisal/performance management cycle and will include details of:		
• the amount of observation;	<input type="checkbox"/>	<input type="checkbox"/>
• the focus of the observation;	<input type="checkbox"/>	<input type="checkbox"/>
• the duration of the observation;	<input type="checkbox"/>	<input type="checkbox"/>

	Met	Not Met
<ul style="list-style-type: none"> when during the performance management/appraisal cycle the observation will take place; and who will conduct the observation. 	<input type="checkbox"/>	<input type="checkbox"/>
32. In order that classroom observation is kept to a minimum, and to support efforts to deliver the school's commitment to streamlining data collection and minimising bureaucracy and workload burdens on teachers, the information gathered will be used for multiple purposes, including informing school self-evaluation and school improvement strategies. This will enable the head teacher to discharge her/his duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained.	<input type="checkbox"/>	<input type="checkbox"/>
33. Before any classroom observation is conducted, there will be an opportunity for the reviewer and teacher to meet within directed time in order that the context of the lesson to be observed can be discussed.	<input type="checkbox"/>	<input type="checkbox"/>
34. Neither pupils nor governors will undertake observations (although governors may, by specific agreement with the teacher concerned, visit a lesson to familiarise themselves with their link area).	<input type="checkbox"/>	<input type="checkbox"/>
35. Feedback and records <ul style="list-style-type: none"> Oral feedback will be given as soon as possible after the observation and no later than the end of the following working day. It will be given during directed time in a suitable, private environment. Time for preparation and feedback for classroom observation will be made available, in addition to PPA time. 	<input type="checkbox"/>	<input type="checkbox"/>

	Met	Not Met
<ul style="list-style-type: none"> Written feedback will be provided within five working days of the observation taking place. If issues emerged from an observation that were not part of the focus of the observation as recorded in the planning and review statement, these should also be covered in the written feedback and the appropriate action discussed with the teacher. 	<input type="checkbox"/>	<input type="checkbox"/>
<p>36. The written record of feedback will include the date on which the observation took place, the lesson observed and the length of the observation. The teacher has the right to append written comments on the feedback document. No written notes in addition to the written feedback and teacher's comments will be kept. The reviewer will be given sufficient time within the school day to put in written form the conclusions agreed with the reviewee on the outcomes of the classroom observation.</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>37. Teachers will have access to all written accounts of the observation after their lessons and, if they request these, copies will be provided.</p>	<input type="checkbox"/>	<input type="checkbox"/>

**Where 'Not Met' is ticked
these are the issues to raise with your headteacher.
Advice should be taken from the NASUWT if these changes
to the pay and performance management policies are resisted.**

NASUWT

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The largest teachers' union in the UK