

# Building blocks towards successful performance management and pay progression

## DON'Ts

DO NOT sign your performance management appraisal review report if you do not agree with it.

# 8

It is not legitimate for teachers to be set objectives and/or targets based on raw data. It is the means you employ to enhance pupil progress, not the outcome.

## DOs

DO also read the NASUWT handbook 'Taking Control of your Performance Management' to put this chart into context.

DO follow the NASUWT's more detailed advice.

DO attend an NASUWT briefing.

DO contact the NASUWT immediately if you have a problem.

[www.nasuw.org.uk/PerformanceManagement](http://www.nasuw.org.uk/PerformanceManagement)

# 7

Use the following statement in your school when setting an objective to ensure your progression and protect future pay awards:

*'I will contribute to the achievement of whole school/team/class target 'X' by \_\_\_\_\_ strategy to achieve e.g. CPD, use of resources, new schemes of work etc.'*

# 4

Performance management is about the teacher's performance, not the pupil.

You should resist numerical targets.

# 5

It is inappropriate to set objectives based on data indicators of the performance of people that are co-ordinated or managed.

You cannot control another individual's performance.

# 6

**REMEMBER** – no more than three observations in one performance management cycle.

Ofsted DOES NOT require individual lesson observations to be graded.

# 1

Quote from the DfE document: *'The use of evidence in appraisal and pay decisions.'* June 2014

'It would not be appropriate for schools to introduce evidence requirements that are not directly and explicitly related to the formal appraisal process and with the objectives and standards that have been agreed with the teacher'. Performance management is a two-way process – objectives should be agreed, not imposed; it is not something that should be done to you.

# 2

The DfE also states:

*'Evidence used around targets and objectives should enable teachers to demonstrate performance, rather than simply results.'*

# 3

Objectives should be realistic, achievable and within a teacher's control.

**NASUWT**  
The Teachers' Union

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\*(with inclusive minute-call packages)