



Fed up with unrealistic objectives?

Every NASUWT member is protected by our Action on unrealistic objectives.

NASUWT Action Instruction – Appraisal/Performance Management

Members are instructed not to participate in any appraisal/performance management process which does not conform to all elements of the NASUWT appraisal/performance management checklist and the classroom observation protocol.

Implementation guidance



APPRAISAL/PERFORMANCE MANAGEMENT

Setting objectives

These should be set in the context of your role, responsibilities and job description.

There should be no more than three objectives per cycle. This limit allows you, your reviewer and all other colleagues involved in supporting you to focus effectively on priorities for your professional practice. You should not agree objectives that are broken down into multiple subsections.

An excessive number of objectives dilutes this focus and undermines the process.

Objectives should be:

- realistic
- achievable
- clear
- specific
- concise
- fair.

The objectives set should be ones within your control and influence. If an objective does not relate to your professional duties, your role and job description, it cannot meet its purpose, as it is outside your direct influence or control.

Inappropriate objectives

These may include, for example:

- inclusion of a target on pupil attendance – you can encourage attendance but cannot control, for example, sickness absence;
- securing particular levels of parental engagement – you can provide opportunities for parents to engage but you cannot control whether they engage;
- objectives based on data indicators of the performance of people you co-ordinate or manage – you can provide an environment that allows team members to perform to the best of their ability but you cannot control their performance; and
- objectives based on data targets for pupil progress (see below for more detail).

Use of data in objective setting

It is not legitimate for teachers to be set individual objectives, including targets, based on data.

Data can be used to inform discussion about objectives and to set targets for pupils. Pupils' attainment in the assessments used to generate such data can be influenced by a range of factors outside a teacher's direct control.

NB The producers of value added systems confirm that their systems do not generate hard and fast targets, merely estimates. The data they provide relates to pupils not to teachers.

For further information:

The use of data: www.nasuwt.org.uk/PerformanceData

Taking Control of your Performance Management:

www.nasuwt.org.uk/PerformanceManagementGuideEngland

Performance Management Checklist: www.nasuwt.org.uk/PerformanceManagement



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