

Performance Management FAQs

- Q. Who should be my reviewer?**
A. The school or college's Performance Management (PM) policy must state whether the reviewer for all staff will be the Head teacher or whether he/she has delegated that responsibility to another. It is RIG's guidance that the reviewer should be the teacher's line manager as they should have the best knowledge of a teacher's work.
- Q. What if I have more than one line manager for work in different departments?**
A. RIG's guidance is that it should be the person who oversees the main or most of the work the teacher does. If you regularly work in more than one school, each school should include you in its PM arrangements for the amount of time you spend there.
- Q. I'm a centrally-employed (unattached) teacher. Who should be my reviewer?**
A. Overall, it is the over responsibility of the local authority (LA) to coordinate the teacher's PM arrangements and ensure they are treated equably. In practice, this will probably mean that one or more of the schools you work in will oversee your performance management. In these cases, however, it may not be possible that the reviewer will have direct knowledge of the teacher's work.
- Q. I don't think the person selected as my reviewer is suitable. What can I do?**
A. If you disagree with the choice of reviewer for professional reason, you need to put your reasons in writing to the Head, requesting they reconsider the choice made. The head teacher is not obliged to change the appointment of the reviewer.
- Q. When should the planning and review meeting take place?**
A. It is a requirement that the planning and review meeting take place by 31 October for teachers (by 31 December for Head teachers). This should be organised at least 5 days in advance and not scheduled during lunch breaks, PPA time or outside of normal school hours.
- Q. How many targets should I have?**
A. RIG's guidance is that the school's PM policy should say what the maximum number of targets for each teacher in the school is and that not all teachers should have the same number of targets. It is important that the number and style of the targets are appropriate to the individual teacher's working time, career stage and responsibilities.
- Q. What should my targets be?**
A. It is impossible to suggest targets as every teacher has a unique role and their own level of experience, expertise and interests. Try to think about what aspects of the job interest you the most, which concern you and what you want to achieve career-wise over the short and medium

terms. This should help focus your ideas and the discussion with your reviewer.

Q. I'm part-time but I have the same targets as everyone else. Is this fair?

A. It would not be appropriate for a part-time teacher to have the same number and weight of targets as a full-time teacher with comparable experience and responsibilities. Your targets should be decided through discussion between you and your reviewer, taking into account the time you spend in school and what is achievable, challenging and measurable.

Q. Can all teachers in the school have the same targets?

A. All teachers can have a whole-school target and/or a team or department target but they should not all have all the same targets. It is good practice, endorsed by RIG's guidance, that the objectives focus on that particular teacher's priorities for the coming year.

Q. Who decides on my targets? I don't agree with what my reviewer has proposed.

A. This should be a two-way discussion, in which your personal and professional aspirations are also reflected. It is important that you have thought about your targets ahead of the meeting. However, where agreement cannot be reached, the reviewer must take the decision. You have the right, within 10 days of the review meeting, to appeal to the Head teacher in writing about the targets set for you. The Head can ask the reviewer to have another meeting with you to seek to agree the targets or endorse those set.

Q. Do the targets have to be related to pupil progress?

A. There used to be a requirement that at least one of the targets had to be specifically concerning the progress of pupils. From 1 September 2007, this is no longer the case. However, the targets should be of the nature that, if reached, contribute to the progress of pupils in its widest context. We do not support targets that specify what groups of pupils should attain in order for the teacher to be regarded as successful in that objective.

Q. I'm starting a new job part-way through a cycle. How will my PM be affected?

A. The Head of your new school should appoint a reviewer as soon as you start and a planning meeting should take place within a reasonable time of you taking up that employment. (Within six weeks would seem reasonable.)

Your new school can ask your old school to forward your PM statement and you and your reviewer may feel that your existing statement needs to be changed to take into account changes to your role or working time. The aim should be to integrate you into the cycle so that by the end of the cycle and start of the next one, you will be on track with the rest of the staff in the school.

Teachers who for reasons of maternity or other leave miss significant periods during the cycle should have their targets reassessed in order to make them realistic and achievable, while still rigorous, bringing them into line with the school's cycle.

- Q. I work for a supply agency. Does PM affect me?**
A. There is no legal requirement for agency-employed staff to be included in the PM process but many schools will want their more regular agency staff to be involved. ATL continues to promote the cause of agency teachers on a range of issues from which we feel they are currently excluded.
- Q. How many classroom observations can be done of me throughout the year?**
A. There is a maximum of three hours' classroom observation for each teacher, under the PM regulations, and these should be set proportionate to need. These should have a clear focus, be planned in advance (at least 5 working days' notice), and have oral and written feedback, within 24 hours and five working days respectively. The Head teacher (or other named members of the leadership group) can still undertake 'drop-ins', which are not covered under the PM regulations.
- Q. Who can observe me?**
A. Classroom observations must be undertaken by a person with Qualified Teacher Status (QTS) and that person should have knowledge of the teacher's work and an understanding of the focus of the observation. In most cases, this will be the reviewer but in any case, the person should receive proper training for that role.
- Q. Do the new PM arrangements affect my pay?**
A. Yes. Teachers on the main scale still progress one point per year, provided they are not in capability proceedings, as before. For eligible teachers on the upper scale and other scales, it is the job of the reviewer to make the pay recommendation, having looked at all the evidence agreed in the planning meeting. It will be necessary to look at the last two review cycles when making pay decisions for upper pay scale teachers.

If you have any worries about your own performance management, please contact ATL's member advisers on 020 7930 6441.