

**Performance-related Pay (PRP)  
Checklist For Employers  
With No Link Between  
Pay And Appraisal**

## **BACKGROUND**

NASUWT Conference policy is clear that teachers' ability to progress along their relevant pay ranges should not be dependent on the outcomes of PRP, also referred to as performance management and appraisal review.

The NASUWT Policy on pay for classroom teachers in all UK jurisdictions is for a single classroom teacher pay scale of six pay points with even gaps between the points (using the Current M1 and U3 points for England as point 1 and 6 of the new scale). This means the removal of any threshold process.

### **School Teachers' Pay and Conditions 2024/25**

In July 2024, the new government confirmed that it will amend the [School Teachers' Pay and Conditions Document \(STPCD\)](#) to remove the PRP requirement. While this change to the STPCD must be subject to a public consultation process, which is ongoing, all consultees, including NASUWT, have indicated that they would support this amendment.

The Union had been lobbying and campaigning for the removal of PRP and therefore this represents a victory for NASUWT and all teachers, and a positive step towards reducing their workload and improving their wellbeing.

It is, therefore, our clear expectation that PRP requirements will be removed from the STPCD for the pay year 2024/25 and that all schools and employers should prepare to amend their pay and appraisal policies accordingly. This expectation applies to ALL pay ranges.

### **What will this change mean for me?**

The implications of this change will depend on the type of school in which you are employed and the choices it has made about the use of PRP.

Members working in academy trusts where the outcomes of PRP/performance management or appraisal have already been decoupled from pay progression will not be affected by this change.

Members working in local authority maintained schools, in which the STPCD applies, or in academy trusts that have chosen to retain PRP, should be aware that there is no longer any expectation that decisions about progression along the relevant pay range must take account of the outcomes of appraisal. Such schools and employers now have the discretion to withdraw their PRP arrangements for the pay year 2024/25. NASUWT's clear expectation is that they must now withdraw PRP.

Where an employer seeks to retain a requirement for PRP for teachers, members should contact NASUWT for advice and support.

### **What about pay progression for 2024/25?**

The changes to PRP requirements will, when implemented, apply to the pay year 2024/25. This means that performance management outcomes for the 2023/24 appraisal cycle must be used to inform pay progression decisions in schools where PRP has been used.

For local authority maintained schools, it is important to note that PRP for the 2023/24 appraisal cycle is a legal requirement.

### **What about movement between the main and upper pay ranges 2024-25?**

Arrangements for movement between the main and upper pay ranges remain unaffected by the changes in local authority maintained schools. Teachers will still have to apply to cross the threshold. However, it is the expectation of NASUWT that teachers who apply to move to the Upper Pay Range will be awarded progression to the Upper Pay Range automatically from September 2025.

Annex 1 contains links to the Department for Education's (DfE's) updated guidance for 2024-25 as well as links to the NASUWT checklists for Capability and Pay Policies.

### Further information and support from NASUWT

There's a practical guide on the website for members on navigating the performance management process, including preparing for appraisal reviews and tests for assessing the suitability of performance management objectives: [Performance Management - A Practical Guide \(England\)](#)

### PURPOSE OF THE CHECKLIST

Performance management/appraisal policies acceptable to NASUWT will include:

- a clear statement that every teacher eligible for pay progression will automatically progress annually on the:
  - unqualified teacher pay scales (U1-U6);
  - the Main Pay Range (M1-M6);
  - the Upper Pay Range (U1-U3);
  - Lead Practitioners pay ranges; or
  - Leadership pay ranges.

From September 2025 – all those who apply to cross the threshold will do so automatically, but the employer may decide to withhold progression if a teacher is subject to formal capability proceedings.

The policies should also include:

- a clear statement that the relevant body for the purposes of appraisal is the school;
- 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, with the end of the summer term as the last date by which appraisal decisions are relayed to the teacher concerned;
- a statement that the school will operate a 'no surprises' appraisal process, although there will be no requirement to schedule formal meetings to review performance during the cycle for all teachers. The 'no surprises' appraisal process will include:
  - an invitation to the appraisee to attend an interim review meeting to discuss the meeting of performance management objectives if a teacher is in danger of not meeting these.
- 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 recommendation of the suspension of appraisal and the implementation of the capability procedure, for teachers who are eligible;
- a statement that no use of a career-expectations matrix will be used, or any document setting out performance standards other than the Teachers' Standards;
- a provision that the role of the headteacher or principal is to moderate the appraisal process to ensure that outcomes are compliant with the employer's Public Sector Equality Duty. The recommendations of the appraiser should not be routinely overturned;
- provisions stating what should be included in the planning statement;
- a right of appeal against all appraisal decisions, which includes:
  - an entitlement to discuss an appraisal decision informally with the decision maker;
  - a first-stage hearing before an employer representative who is not the decision maker;
  - an appeal to an appeals panel which can overturn the employer's decision.

- a provision that the performance management/appraisal review statement at the end of the cycle must be the only source of evidence teachers require to achieve appraisal objectives. No evidence other than the appraisal review statement at the end of the cycle will be utilised within the appraisal process.

Performance management/appraisal policies should also clearly state 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 will be assessed as meeting the standards unless clear and 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;
- pupil data targets and/or results are not used to assess teachers' performance or influence appraisal outcomes;
- a grading system (such as an Ofsted-style grading) is not used to assess teachers' performance or influence appraisal outcomes.

Furthermore:

- a clear distinction should be made in the policies between performance management/appraisal and capability procedures with an informal stage (previously referred to as a support plan in the Appraisal Policy), 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 a period of support will be provided for at least 13 weeks, 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 planning, preparation and assessment (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 headteacher, appraiser and appraisee;
- the operation of the performance management/appraisal policy and process should be workload impact assessed to ensure that it does not add to the workload of anyone involved. This includes a specific workload impact assessment of the provisions for part-time teachers, to ensure that the demands placed on part-time teachers are proportionate and consistent with their part-time status.

## ANNEX 1

The DfE has updated guidance documents.

[DfE - Teacher Appraisal – Guidance for schools](#)

[DfE - Teacher Capability – Guidance for schools when dealing with serious under-performance](#)

[DfE - Managing Teachers' and Leaders' Pay – Advice for maintained schools, MATs, academies and local authorities](#)

It is important to note that while some of the content of these guidance documents is helpful, they have not been endorsed by NASUWT.

[NASUWT School Pay Policies Checklist For Schools With No Link Between Pay And Appraisal](#)

[NASUWT Capability Checklist](#)

Pdf policies are set out clearly in our checklists.