



## How to address the effective preparation and support of reviewers

Before using these sheets, please make sure that you are familiar with the revised performance management arrangements for teachers and head teachers as set out in the Regulations, the Guidance and the model performance management policy prepared by the Rewards and Incentives Group (RIG). You can refer to these on the TDA website at [www.tda.gov.uk/pm](http://www.tda.gov.uk/pm). This is especially important in relation to the preparation and support of reviewers, as these colleagues have responsibility throughout performance management for key processes and actions.

**References:** *Regulations 10 and 11, and the Guidance sections 4.6 and 4.10 - 4.14 are especially relevant to discussions about the appointment of reviewers.*

### Key points

The effective preparation and support of reviewers is central to realising the benefits of the revised performance management arrangements, as reviewers are responsible for making sure that key elements of the process are undertaken fairly and consistently. These include setting objectives, agreeing performance criteria and using them to assess progress, determining the reviewee's support, training and development needs and how these will be met and, where a reviewee is eligible, making a pay recommendation.

Schools therefore will need to make sure that reviewers have the specific knowledge, skills and understanding they need to carry out their responsibilities effectively. They will also need to consider the overall burden on each reviewer in terms of the number of reviewees for whom they are responsible, and how many reviews an individual reviewer can undertake effectively.

### Considerations

Schools will need to make sure, for example, that:

- all those acting as reviewers in the school:
  - understand the school's policies and procedures, and how performance management fits into the wider context of teachers' professional development
  - have copies of all the relevant documentation, including:
    - the reviewee's job description
    - any relevant pay progression criteria
    - any relevant whole school or team objectives as specified in the school improvement plan
    - the relevant professional standards
  - understand the impact and implications of equal opportunities on the performance management process
  - are confident in evaluating evidence, including through classroom observation
  - have access to any statistical data that both reviewer and reviewee consider essential
  - are able to provide constructive feedback and engage in positive dialogue with the reviewee
  - are aware of the resources available to support teachers' development both within and beyond the school.
- There are opportunities for reviewers, during directed time, to share knowledge, learn from each other and align practice
- Arrangements are in place to make use of the expertise of current reviewers to prepare and support those taking on this role in future.

**Further information on performance management is at [www.tda.gov.uk/pm](http://www.tda.gov.uk/pm)**