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| Document Name: | Teacher Appraisal Policy |
| Review Committee: | Full Governing Body |
| Reviewed: | April 2025 |
| Approved: | May 2025 |
| Review due: | May 2027 |

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Governors have agreed to adopt the GCC Model Appraisal Policy, last reviewed by HR in 10/2024, and any later version thereafter.

**1.0 Introduction**

1.1 Appraisal in this school will be a supportive and developmental process designed to ensure that all staff have the skills and support to carry out their roles effectively. It will help to ensure that all staff are able to continue to improve their professional development and practice.

1.2 The policy sets out the framework for a clear and consistent assessment of the overall performance of staff and how this will be measured against the expected standards and link to decisions about pay.

1.3 Objectives and development must be within the context of the school's plan for improving educational provision and performance.

1.4 When the appraisal process does not resolve concerns which arise about performance, it becomes necessary to manage improvement through the capability procedure.

1.5 This policy does not form part of any employee's contract of employment and is entirely non contractual. It may be amended, withdrawn, suspended or departed from at the discretion of the school at anytime.

1.6 This policy applies to teachers ('burgundy book') and support staff ('green book').

**2.0 Appraisal**

2.1 An appraisal is a regular review of performance against a set of agreed criteria, objectives or standards.

2.2 A safe and supportive environment where all staff and their line managers can have an open and honest conversations about successes and areas for improvement.

2.3 Employees should have an appraisal once a year.

2.4 It enables the employee and the appraiser to discuss how the job is met, how the employee can contribute to the aims and success of the school and the right outcomes for pupils. It will also provide a regular opportunity to discuss with the manager/Headteacher any difficulties that may be affecting work, and what support can be given to make changes.

2.5 It applies to all staff in the school, excluding those on contracts of less than one term; those undergoing induction (probationary period for support staff and ECT period for teachers); and staff who are subject to the capability procedure.

2.6 It is good practice to meet regularly throughout the year to discuss how staff are performing, and whether they are on track to meet the objectives set.

2.7 The appraisal process should be managed in a way that that avoids increased workloads and unnecessary bureaucracy for all parties concerned.

**3.0 The Appraisal Period**

3.1 The school has decided that the annual appraisal cycle will be:

3.1.1 In the Autumn term by 31st October for teachers

3.1.2 In Autumn – Winter term by 31st December for Headteachers

3.1.3 In the Autumn – Winter term by 31st December for support staff

3.2 At a minimum the manager/Headteacher and employee should meet halfway through the year at six months, but it may be termly or monthly depending on the role and the objectives.

3.3 The school expects all staff to participate in the appraisal process. For teaching staff in a maintained school, there is a statutory requirement for the governing board to have an appraisal policy.

3.4 For support staff, although not a legal requirement, appraisal is part of good management practice to enable staff members to have regular discussions about their work.

**4.0 Appraisers**

4.1 The Headteacher will be appraised by a sub-group of the governing board, supported by a suitably qualified and/or experienced external adviser who has been appointed by the governing board for that purpose. The sub-group will normally consist of 2 or 3 members of the governing board, who will not be members of the school staff.

4.2 The Headteacher will decide who will appraise other teachers and support staff. The appraiser will be either the employee's manager or someone appropriate with equivalent or higher status in the school's staffing structure. For teachers, the appraiser will have qualified teacher status.

4.3 If the member of staff has an objection to the allocation of an appraiser, they should explain their reasons, in writing, to the Headteacher (Chair of Governors in the case of the Headteacher), who will consider the situation. However, the decision lies with the Headteacher (or Chair of Governors in the case of the Headteacher).

4.4 Appraisal information and documentation will remain confidential to the employee and the appraiser, line manager and the Headteacher. In certain circumstances, such as concerns about performance or an appeal, it may be necessary to share the documentation on a confidential basis with those involved in taking the matter forward under the terms of this or a related policy e.g. a governors' panel.

4.5 OFSTED is entitled to see anonymised appraisal information, as is the governing board, for monitoring purposes.

**5.0 Support staff appraisal**

5.1 For support staff there will be a discussion regarding the role(s) in school. This may cover how the role has changed or may change. There will be:

5.1.1 A review of the standard of work and whether or not it meets expectations

5.1.2 Unless this is the first appraisal, a review of how well last year's objectives have been met

5.1.3 If the role supports pupils' learning, a review of how well this is working

5.1.4 Consideration of any training or development needs

5.1.5 Discussions of wellbeing, workload and work-life balance of the employee

5.1.6 Objectives for the coming appraisal period

**6.0 Teachers' appraisal**

6.1 For teachers the appraisal will consider the whole role undertaken in school. Teachers who hold additional responsibility, for example, a Teaching and Learning responsibility (TLR), as SENCO, or on the Leadership pay range, (including the Headteacher), will have these duties and responsibilities included, and it could form the basis for one or more of the objectives. The discussion will also consider:

6.1.1 How the role has changed or may change

6.1.2 Unless this is the first appraisal, the appraiser will review performance in completing last year's objectives

6.1.3 Assessment against the Teachers Standards, or appropriate standards if the employee does not hold Qualified Teacher Status (QTS)

6.1.4 Any training and development to meet the needs of the service and support the teacher's continuous professional development

6.1.5 The progress of pupils assigned to the employee

6.1.6 Discussions of wellbeing, workload and work-life balance of the employee

6.1.7 Objectives for the coming appraisal period

6.1.8 Whether objectives and relevant standards have been successfully met, and how this will affect pay.

**7.0 Objective setting**

7.1 Objectives set will be appropriate to the role the employee holds in school, their career aspirations and the level of skills and experience. An objective may be about doing the job better, or it may be a particular project or task, but it should contribute to educational provision, pupil outcomes, and continuous school improvement, either directly or indirectly, depending on the role.

7.2 For teachers there will normally be three objectives, set before or as soon as practicable after the start of the appraisal period. One of the objectives should focus on CPD. Objectives

for support staff are not as prescriptive, but it would be appropriate to follow the same pattern as for teachers.

7.3 The objectives will be set before, or as soon as practicable after, the start of each appraisal period. The target set for each employee will be Specific, Measurable, Realistic, and Time bound, and will be appropriate to the employee's role and level of experience.

7.4 Before, or as soon as practicable after, the start of each appraisal period, each teacher will be informed of the standards against which that teacher's performance in that appraisal period will be assessed.

7.5 The headteacher's objectives will be set by the governing board after consultation with the external adviser. The governing board has a duty to have regard to the work-life balance of the headteacher and objectives will reflect this.

7.6 Whilst the appraiser will look to agree the objectives with the employee, if this is not possible, the final decision will be with the appraiser.

**8.0 Reviewing performance**

8.1 Observation

8.1.1 Teacher observations will be included as evidence in the appraisal process. All observations will be carried out in a supportive fashion and not add to teacher workload.

8.1.2 The Headteacher will set up a programme of regular monitoring of teaching across the school. Unless this is the first observation in the school, the observation will be taken together with previous observations to form part of an overall picture of performance.

8.1.3 A single lesson observation on its own will not be used to judge the quality of teaching. As pupils are assessed over time, so will the quality of teaching. The school will also consider pupils' work, marking, assessment and progress, and the understanding of the pupils about their work, progress and achievement.

8.1.4 The amount and type of classroom observation will depend on the individual circumstances of the teacher and the needs of the school. To ensure the standards of teaching, and the general smooth running of the school, the Headteacher or other designated person, may also undertake "drop in" observations.

8.1.5 Where a lesson has been observed, teachers will receive constructive feedback shortly after the observation takes place as part of the normal management process, and this will aim at being balanced and supportive, raising areas of strength as well as considering areas needing development.

8.2 Development and support

8.2.1 Appraisal is a supportive process which will be used to determine decisions on pay progression and inform continuing professional development. The school wishes to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual teachers.

8.3 Feedback

8.3.1 Teachers will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has come to light. Feedback will highlight particular areas of strength as well as any areas that require further development. Where there are concerns about any aspects of the teacher's performance the appraiser will meet the teacher formally to

• give clear feedback to the teacher about the nature and seriousness of the concerns;

• give the teacher the opportunity to comment and discuss the concerns;

• set clear objectives for required improvement;

• agree any support (e.g. coaching, mentoring, structured observations), that will be provided to help address those specific concerns;

• make clear how, and by when, the appraiser will review progress (it may be appropriate to revise objectives, and it will be necessary to allow sufficient time for improvement. The amount of time is up to the school but should reflect the seriousness of the concerns);

• explain the implications and process if no, or insufficient, improvement is made – e.g., impact on pay progression and potential move to formal capability.

8.3.2 When progress is reviewed, if the appraiser is satisfied that the teacher has made, or is making, sufficient improvement, the appraisal process will continue as normal, with any remaining issues continuing to be addressed though that process.

**9.0 Absence and the appraisal**

9.1 Attendance may be an area of concern and can affect the outcome of the appraisal. However, the circumstances for each individual will be different and these will need to be taken into consideration.

9.2 If an employee is on maternity/adoption leave, the school should take into consideration the performance, both prior to and on return from maternity leave. Where there has normally been good or better performance whilst at work, it is reasonable to expect that this would have been the case had the employee not been away from work.

9.3 With sickness absence not related to maternity the situation is more complex. Intermittent or long-term absence is likely to impact on individual and school performance and may need to be dealt with as a performance issue under the school's sickness absence or attendance policy. The school will have due regard to any disability or other condition which affects attendance and performance at work. Employees should ensure that their line manager or Headteacher is made aware of any such condition as it arises.

**10.0 Inadequate appraisal ratings**

10.1 As part of the regular meetings the employee has with their appraiser, they will be made aware of the areas they need to improve and what they need to do to meet expectations.

10.2 When a concern arises, if a meeting is not scheduled, then the line manager or Headteacher should arrange a meeting as part of the appraisal process to discuss the concerns.

10.3 The following should be completed at the meeting (this list is not exhaustive):

10.3.1 Revise objectives to reflect areas of development

10.3.2 Agree appropriate support and how it will be put in place

10.3.3 Timescales for improvement will be agreed including a date for the next meeting

10.4 This will be part of the normal appraisal process. It will review whether or not the employee has addressed the areas of concern. If they have, then the appraisal process can continue.

10.5 If concerns remain, the line manager or Headteacher will arrange a structured meeting to establish an action plan. The meeting will:

10.5.1 Give clear feedback about the nature and seriousness of the concerns

10.5.2 Clarify what action and support has already taken place

10.5.3 Give the employee the opportunity to comment and discuss the concerns

10.5.4 Agree any support that will be provided to help address the concerns

10.5.5 Make it clear how progress will be monitored and when it will be reviewed

10.5.6 Explain what will happen next if no, or insufficient, improvement is made.

10.6 If after the monitoring period there has been insufficient improvement, the employee will be notified in writing and invited to a formal meeting under the capability procedure. If a teacher demonstrates serious underperformance, and has not responded to support provided within the appraisal process, the teacher will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the capability procedure, and will be invited to a formal capability meeting. Please refer to the school's capability policy.

10.7 Depending on how serious the concerns are (including recurring concerns about performance) the line manager/Headteacher may decide to move straight to the capability procedure as soon as the concerns have been identified.

**11.0 Annual assessment**

11.1 Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the headteacher, the governance board must consult the external adviser.

11.2 This assessment is the end point to the annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year in interim meetings which will take place (e.g. once a term).

11.3 The teacher will receive as soon as practicable following the end of each appraisal period – and have the opportunity to comment on – an appraisal report. Teachers will receive their appraisal reports by 31 October (31 December for the headteacher).

11.4 The appraisal report will include:

• details of the teacher's objectives for the appraisal period in question;

• an assessment of the teacher's performance of their role and responsibilities against their objectives and the relevant standards;

• an assessment of the teacher's professional development needs and identification of any action that should be taken to address them;

• a recommendation on pay where that is relevant (NB – pay recommendations need to be made by 31 December for headteachers and by 31 October for other teachers);

**12.0 Pay and appraisals**

12.1 For teachers, teachers can expect to receive an increment each year, up to the top of their pay range, in accordance with the school's pay policy. Pay progression may only be withheld if a teacher is in formal capability proceedings

12.2 Teachers are entitled to a written pay recommendation following the outcome of the school's appraisal arrangements

12.3 For support staff, an increment will be received on 1st April each year until the maximum of the grade is reached. Particular arrangements apply for support staff that commence their employment on or after 1st October. Should performance fall below the expected standard and the employee become subject to formal performance (including capability) procedures, incremental progression is likely to be withheld. Please see the school's salary progression scheme.

12.4 For all staff, the appraiser/Headteacher should inform the employee that pay may be affected when serious concerns are raised about performance

**13.0 Appealing an appraisal outcome**

13.1 The first stage is to discuss with the appraiser the decisions about performance that have been made and to understand the evidence on which those decisions are based. If the employee can demonstrate that evidence used for the appraisal was inaccurate or incomplete, the employee should make this information available to the appraiser, who can review the assessment and decide whether or not they need to change the appraisal outcomes.

13.2 If the employee remains unhappy with the decision, they can write to the Headteacher (Chair of Governors in the case of the Headteacher) who will arrange for the situation to be reviewed.

13.3 If the employee is unhappy about a pay decision arising out of appraisal this can be dealt with through the pay appeal process as detailed in the pay policy.

**14.0 The Governing Board role**

14.1 The Governing Board will appoint a pay panel (committee) and an appeals panel. The panels' roles are described in the pay policy. Additionally, the governing board will monitor the operation and effectiveness of the school's appraisal arrangements.

14.2 The governors will also monitor the appraisal arrangements to ensure that the appraisal procedures are conducted fairly and without unfair discrimination.

14.3 The Headteacher will present an annual report to governors summarising the main outcomes, or issues that may require review, including matters affecting standards, curriculum or resource planning.

**15.0 Helpful sources of information**

There are a number of policies that are linked to the appraisal policy

School pay policy

School sickness absence policy

School attendance policy

Capability policy

Staff Code of Conduct policy

Teachers' standards.