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The Governing Board of the federation of Heavers Farm and Selsdon Primary Schools adopted this policy in November 2024

It will review it in *November 2025*

## 1. Purpose

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including school leaders, and for supporting their development within the context of the school's plan for improving educational provision and performance, and the standards expected of teachers.

## 2. Introduction

Appraisal arrangements [for schools] are set out in the Education (School Teachers' Appraisal) (England) Regulations 2012 (the Appraisal Regulations). The Appraisal Regulations set out the principles that apply to teachers in all maintained schools and centrally employed (or unattached) teachers employed by a local authority, in each case where they are employed for one term or more. These regulations do not apply to any teacher undergoing an induction period or are subject to capability procedures. It is also good practice for academies to follow the appraisal regulations, although they are not legally required to do so. Maintained schools and local authorities must stay within the legal framework set out in the Appraisal Regulations, and all schools (including academies) must adhere to any other relevant legislation that affects all employers (for example legislation on equality, employment protection and data protection).

The appraisals process should be intrinsically supportive and developmental, conducted within a school culture that values openness and fairness. Appraisal should be a non bureaucratic process that recognises, encourages and validates a teacher's commitment to professional development, pedagogical excellence and effective performance. It should offer a supportive and safe environment where individual teachers and their line managers can have open and honest conversations about successes and areas for improvement. It should also address the support that will be provided to enable all teachers to achieve their objectives and continue to meet the teacher's standards. Reducing unnecessary workload should be at the forefront of any considerations around implementing appraisal processes.

Where there are concerns about aspects of the teacher's work performance, at any point throughout the appraisal process, teachers should receive informal focused support. In most cases this should be separate and come before any capability procedures are considered. This might include mentoring, training, or resources to address specific needs.



Teachers and school leaders should normally only enter capability procedures when there is unsatisfactory progress made with their work performance that the appraisal process, including the informal support mechanisms have been unable to address. See Chapter 8A for Teacher's Capability Procedure.

The policy applies to all teachers and school leaders employed by the school, trust or local authority, except those on contracts of less than one term, those undergoing induction (i.e. ECTs) and those subject to capability procedures.

The policy should be used as a reference point by schools and others as they review their policies to reflect the Appraisal Regulations. It is important that the appraisal is managed in a way that avoids increased workloads for all parties concerned, for example, reviewing the number and frequency of meetings and observations, and ensuring the process for collecting evidence is always proportionate.

Revised appraisal arrangements came into force with effect from 1 September 2024. They are set out in the Education (School Teachers' Appraisal) (England) Regulations 2012 (the Appraisal Regulations).

The Appraisal Regulations set out the principles that apply to teachers in all maintained schools and unattached teachers employed by a local authority, in each case where they are employed for one term or more.

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the head teacher, and for supporting their development within the context of the school's plan for improving educational provision and performance, and the standards expected of teachers.

### **3. The appraisal period**

The appraisal period will run for twelve months from September to August.

Teachers who are employed on a fixed term contract of less than one year will have their performance managed in accordance with the principles underpinning this policy. The length of the period will be determined by the duration of their contract and an individual teacher's objectives should take account of the length of contract.

There is flexibility to have a longer or shorter appraisal period when teachers begin or end employment with a school or local authority or when unattached teachers change post within the same authority.

### **4. Appointing appraisers**

The head teacher will be appraised by the governing board, supported by a suitably skilled and/or experienced adviser possibly by the CEO or an external adviser who has been appointed by the governing board for that purpose. In



this school the task of appraising the head teacher, including the setting of objectives, will be delegated to a sub-group consisting of three members of the governing board.

The CEO will be overseen by the Academy Trust and if they are assessed under Teacher Standards will be appraised by the Academy Trust supported by a suitably skilled and/or experienced adviser.

The head teacher / school leader will decide who will appraise other teachers.

## **5. Setting objectives**

The head teacher's objectives will be set by the appraiser which has been selected as per paragraph 4. The governing board has a duty to have regard to the work life balance of a school leader and objectives will reflect this.

The CEO of the Trust's objectives will be set by the appraiser which has been selected as per paragraph 4. The Academy Trust has a duty to have regard to the work life balance of a school leader and objectives will reflect this.

Objectives for each teacher will be set before, or as soon as practicable after, the start of each appraisal period. The school leader has a duty to have regard to the work life balance of the teacher and objectives will reflect this. The objectives set for each teacher, will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the teacher's role and level of experience.

Objectives and appraisal discussions will not be based on teacher generated data and predictions, or solely on assessment data of a single group of pupils. The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. The appraisee can record their disagreement on the appraisal statement and this will be taken into account at the appraisal review. Objectives should be revised if circumstances change such as not limiting to a teacher going on maternity leave or undergoing surgery/medical treatment, to take account of anticipated absence and to allow the teacher to meet reduced and attainable targets.

The objectives set for each teacher will, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the education of pupils at the school. "Objectives should also have a strong focus on effective professional development to ensure that teachers stay up to date with the latest methodologies, technologies, and educational research.

## **6. Teachers' standards**

"Before, or as soon as practicable after, the start of each appraisal period, each teacher will be informed of the specific teachers' standards against which that teacher's performance in that appraisal period will be assessed. With the exception of those who are qualified teachers by virtue of holding and maintaining Qualified Teacher Learning and Skills (QTLS) status, all teachers



must be assessed against the set of standards contained in the document called “Teachers’ Standards” published in July 2011”.

“For teachers who are qualified teachers by virtue of holding QTLS status, it is for the governing board or school leader to decide which standards are most appropriate”.

Teachers’ performance is assessed against their objectives, and the relevant standards. The appraiser will need to set out what they will take into account when making judgements as to whether teachers have met their objectives and the relevant standards. Evidence used in the performance management process must relate directly to objectives and should be agreed in advance and be readily available from day-to-day practice. Numerical targets **should not be set** if it is beyond the teacher’s control to achieve them.

This might but does not have to include:

- improvements in specific elements of practice, such as behaviour management, development of pedagogy or providing feedback,
- impact on effectiveness of teachers or other staff,
- wider contribution to the work of the school.

## **7. Reviewing performance**

The school will set out what evidence they will take into account when making judgements about a teachers’ performance and whether they have met the relevant standards and their individual objectives. This evidence will be decided upon when the objectives are being set at the beginning of the appraisal process.

This school believes that a range of different methods should be utilised, in a supportive fashion, to assess teachers’ performance.

It is important to our school that methods of assessing teacher performance do not add to teacher workload.

## **8. Development and support**

Appraisal is a supportive process which will be used to 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.



## **9. Feedback**

Teachers will receive constructive feedback on their performance throughout the year, not more than once a term and as soon as practicable after an agreed observation has taken place or other evidence has come to light (e.g. book looks, pupil progress meetings, learning walks). Feedback will highlight particular areas of strength as well as any areas that need attention. Appraisees are encouraged to respond to that feedback and seek further advice as required. See Appendix 1.

## **10. Assessment against Teachers' Standards**

Teachers' performance will be assessed against the relevant teacher standards to a level that is consistent with what should reasonably be expected of a teacher in the relevant role and at the relevant stage of their career. School leaders and other appraisers should use their professional judgement when appraising teachers' performance. It is not necessary for schools to adopt rigid models that seek to set out exactly what the relevant standards mean for teachers at different stages in their careers and teachers should not be expected routinely to provide evidence that they meet all the standards.

## **11. Informal Support**

Except in the most serious cases of persistent failures to meet job expectations and teaching standards, resulting in negative consequences on the pupils and organisation, teachers should not ordinarily be placed in capability procedures without first undergoing a period of informal support as part of the appraisal process. Where there are concerns about any aspects of the teacher's performance the appraiser will meet the teacher to:

- inform the teacher that they are going to be receiving informal support due to performance concerns;
- give clear and specific 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 and timescales 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. commencement of capability procedure.

There should be a clear relationship between the issue, the objectives set, and the



planned documented programme of support put in place. The line manager/appraiser should partner with the teacher in a collaborative manner to establish objectives and timelines, taking into account the teacher's circumstances. This may include any medical conditions, well-being support needs, or disabilities protected by equality legislation.

Informal support should be provided for a reasonable period to allow for performance improvement. Schools could decide this is a **minimum** of 6 working weeks. However, the duration will be determined based on the specific circumstances, with appropriate support in place to facilitate improvement. The appraiser should meet with the teacher regularly to assess progress and ensure the agreed-upon support is being provided.

When progress is reviewed, after the agreed upon period, 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 through that process.

## **12. Transition to capability**

If a teacher demonstrates serious underperformance or has not responded to support provided within the informal support 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 (see paragraph 3 of the capability procedure for teachers). The capability procedures will be conducted in accordance with the school's capability policy. Advice should be sought as appropriate from a HR provider.

Disciplinary procedures will only be triggered by factors related to misconduct or breach of professional standards. Schools should be careful not to conflate these procedures but, if appropriate to the circumstances, they can run concurrently.

## **13. Annual assessment**

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

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 (school to add detail e.g. once a term). The teacher will receive as soon as practicable following the end of each appraisal period – and have the opportunity to comment on - a appraisal report (in practice the report could be produced using online performance management systems, which can help to reduce workload).. In this school, teachers will receive their appraisal reports by (Date X) (Date X + 2 months for the head teacher). 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”;
- details of a discussion on wellbeing and workload and career progression/aspirations;
- a recommendation on pay where that is relevant);
- (schools to say here what else, if anything, their appraisal reports will include).

The assessment of performance and of professional development needs will inform the planning process for the following appraisal period.

#### **14. General principles underlying the policy**

##### Confidentiality

The appraisal process will be treated with confidentiality. However, the desire for confidentiality does not override the need for the head teacher and the governing board to quality-assure the operation and effectiveness of the appraisal system. *Schools to say here how they might achieve this, for example, the head teacher or appropriate colleague might review all teachers’ objectives and written appraisal records personally, in order to check consistency of approach and expectation between different appraisers. The head teacher might also wish to be aware of any pay recommendations that have been made.*

##### Definitions

Unless indicated otherwise, all references to “teacher” include the head teacher.

##### Monitoring and Evaluation

The governing board and head teacher will monitor the operation and effectiveness of the school’s appraisal arrangements.

##### Retention

The governing board and head teacher will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.



Appendix 1 - **FOR REVIEW**

FOR REVIEW