



Appraisal policy

Last Reviewed	October 2024
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Persons responsible	SLT
Governor committee	P&P

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1. Aims

This policy aims to:

- › Set out the arrangements for appraising staff, including the process and the responsibilities of individuals
- › Ensure consistency and fairness across the school
- › Create a process where teachers' professional development is supported and encouraged, in the context of the school's latest Ofsted report, our school improvement plan and the Teachers' Standards
- › Ensure staff have the skills and knowledge they need to fulfil and excel in their role and provide an excellent education to our pupils

The policy applies to all teaching staff employed by the school or local authority, except those on contracts of less than one term, those undergoing induction and those undergoing capability procedures. IT also applies to all support staff and those who work within the school.

Staff who are in their first year of employment will be given appraisal targets but may be given an extended term in order to meet them.

2. Legislation and guidance

The minimum national requirements for teachers' appraisal in maintained schools are set out in [The Education \(School Teachers' Appraisal\) \(England\) Regulations 2012](#).

This policy is based on the [model policy](#) produced by the Department for Education (DfE).

3. Definitions

In this policy, the term 'teacher' refers to classroom teachers, middle and senior leaders, and the headteacher.

Where relevant, we have added further detail regarding arrangements for headteachers. The term 'support staff' applies to all other staff who work within the school.

4. The appraisal period

For teachers, the appraisal period will run for 12 months beginning on the first day of the autumn term. Appraisals will be held during the autumn term.

For teachers on fixed-term contracts of less than 12 months, the appraisal period will be determined by the duration of their contract.

Teachers who start at or leave the school during the appraisal period can have a longer or shorter appraisal period in that appraisal round.

It is intended that teachers will have had their annual appraisal meeting and received their appraisal report by 31st October.

It is intended that the headteacher will have had their annual appraisal meeting and received their appraisal report by 31st December.

The appraisal reviews for all support staff will be completed annually in line with the financial year ending on 31st March in each year.

5. Setting objectives

Staff objectives will be set before, or as soon as possible after, the start of the appraisal period.

The headteacher's objectives will be set by the governing board, in consultation with the external adviser.

Objectives will:

- › Contribute to improving the education of pupils at the school and the implementation of any school improvement plans. To ensure this happens, Peter Hipkiss will quality assure all objectives against the school improvement plan
- › Be relevant to the member of staff's experience, expertise and personal development needs
- › Be specific, measureable, achievable, realistic and time-bound (SMART)
- › Be appropriate to the staff member's role and career experience
- › Be revised if circumstances change throughout the year

When objectives are set, staff will also be informed of the standards their performance will be judged against.

The appraiser and staff member will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives.

6. Standards

Teachers will be assessed against the [Teachers' Standards](#). The headteacher, and other school leaders where relevant, will also be assessed against the [Headteachers' Standards](#).

7. Reviewing performance (including observation protocol)

We will use a range of evidence to judge a teacher's performance:

- › Formal and informal lesson observations
- › Observations and results from wider school activities, if applicable
- › Performance of their pupils
- › Reviews of planning and marking
- › Parent and pupil voice, if applicable
- › Coaching conversations

7.1 Observation protocol

We believe that observations are an important way of assessing teachers' performance. They can help identify a teacher's strengths and areas for improvement, and can help us identify areas of good practice that can be shared across the school.

There will be both formal and 'drop in' observations. Teachers with responsibilities outside the classroom will also have these responsibilities observed.

All observations will:

- › Be carried out in an objective, fair, professional and supportive manner
- › Be carried out by teachers with Qualified Teacher Status
- › Provide constructive feedback
- › Remain confidential to those who need to know details as part of their jobs

7.2 'Drop in' observations

Drop-in observations will usually be conducted by the Senior Leadership Team in order to monitor the quality of teaching and learning.

Notice of 'drop in' observations will be given at 2 days.

They will usually last around 30 minutes, and may involve the observer talking to pupils and looking at their work.

The frequency will depend on the individual teacher and the school's needs at the time.

Generally, verbal feedback will be given by the following day.

We will use all reasonable endeavours to provide written feedback within 5 working days.

Please note that we also carry out drop-in observations where fellow teachers observe a lesson for their own professional development. Notice may not be given and evidence will not be used as part of the appraisal process.

7.3 Formal observations

The purpose of formal observations is to assess the teacher's performance and progress against their objectives and the relevant standards.

We will take into account the teacher's workload and individual circumstances when determining the number of formal observations.

For example, ECTs and less experienced teachers who have recently started at the school will receive a number of formal observations to establish their strengths and areas for development. A very experienced teacher will typically receive fewer observations.

Teachers will not receive more than 3 formal observations over the year.

Generally, verbal feedback will be given by the following day.

We will use all reasonable endeavours to provide written feedback within 5 working days.

7.4 Additional observations

Additional formal observations will take place if:

- › The teacher requests them
- › There are concerns that the teacher's performance is not up to standard (this may be triggered by poorly performing or poorly behaved pupils)
- › The teacher is subject to formal capability proceedings

The above protocols will still apply to these additional observations.

8. Annual assessment

Performance will be reviewed and addressed in mid-year meetings with the staff member's line manager.

For teachers, the appraisal meeting is the end point of the annual appraisal process and will take place in the autumn term after the summer holidays. In this meeting, the appraiser will:

- Review the relevant evidence
- Assess performance in the appraisal period against the relevant standards
- Assess performance in the appraisal period against objectives
- Discuss the teacher's professional development needs and identify action that should be taken
- Discuss the teacher's wellbeing, career aspirations and any difficulties they may be facing
- Conclude coaching conversations from the year and review development points
- If necessary, discuss underperformance and put a plan in place to address it. If a teacher continues to demonstrate serious underperformance and does not respond to support provided, they 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. Refer to our capability policy for more information

9. Conducting annual appraisal meetings

The headteacher's appraisal meeting will be conducted by the governing board. To support the headteacher appraisal, the governors will appoint an external adviser with relevant skills and experience. The adviser may be from the local authority, a neighbouring local authority, or an external consultant.

The governing board will typically delegate the headteacher's appraisal to a sub-group of three governing board members with a wide range of experience and knowledge of the school. This will not include any staff or parent governors.

The headteacher will decide who will appraise teachers. Unless there is a good reason not to, this will normally be the teacher's line manager. By way of example, a 'good reason' could be a poor or deteriorating working relationship between the teacher and line manager, including where a formal grievance has been lodged by the teacher citing their line manager.

All appraisers will be provided with appropriate training.

Appraisal meetings will take place within the staff member's normal working hours and will typically last for at least an hour. Scheduling appraisal meetings for an hour and a half is therefore recommended.

10. Appraisal report

Staff members will be provided with a written report of their appraisal. The report will be completed by the person who conducted the appraisal. We will use all reasonable endeavours to complete this within 5 working days.

This will include:

- An assessment of the staff member's performance against their objectives and the relevant standards
- An assessment of the staff member's training and development needs, and the action that should be taken to address them

There will be space in the report for the staff member's own comments.

After the report has been issued, there will be an opportunity for staff members to discuss the contents of their report, if they wish.

Staff members will sign the appraisal report to say they have seen it and agree with its content. Staff members can appeal to the headteacher, and the headteacher can appeal to the governing board, if they disagree with the contents of the report and the pay recommendation it makes.

A template appraisal report can be found in appendix 2.

11. Concerns about a staff member's performance

If it becomes clear a staff member is having difficulties at any point during the appraisal period, they will be provided with additional support.

This will begin with a meeting with their line manager, where the problem will be discussed and potential solutions identified. A performance improvement plan may be created.

The nature of the support will be based on the individual's circumstances. For example, teachers whose difficulties are linked to a long-term health condition may be referred to the occupational health service. Teachers new to the school may be given a mentor or coach.

The concerns may be of a nature that would usually involve beginning the capability procedure. In these cases, refer to our capability policy.

12. Confidentiality

The appraisal process and relevant documents are strictly confidential. Only staff members who need the information in order to do their jobs will have access to the information.

Appraisal information will be anonymised when information is reported to the governing board.

Appraisal records will be kept securely in the teacher's personnel file.

13. Monitoring arrangements

The governing board will monitor and review the effectiveness of the appraisal arrangements. Peter Hipkiss will monitor objectives and assessments to ensure consistency.

This policy will be reviewed every year.

The governing board will be responsible for approving this policy.

14. Links with other policies

This policy should be read in conjunction with our capability and pay policies.

The **capability policy** will be used where this appraisal policy has not been able to address concerns with a teacher's performance. It applies to all staff, not just teaching staff.

The **pay policy** sets out how pay increases will be awarded, based on the results of a teacher's or staff member's appraisal.

Appendix 1: Teacher appraisal timeline

DATE	ACTION
First day of autumn term	Appraisal cycle begins
September – October	Appraisal meeting held to set targets for the current year
31 st October	Appraisal process is completed for teachers, deadline for appraisal reports to be sent
31 st December	Appraisal process is completed for the headteacher, deadline for appraisal report to be sent
31 st March	Meetings held to review progress
Throughout the year	Formal and drop-in observations and monitoring take place, constructive feedback is provided
September	Meetings held to assess progress against targets

Appendix 2: Support staff appraisal timeline

DATE	ACTION
April	Appraisal cycle begins and appraisal meeting held to set targets for the current year
September – October	Meetings held to review progress
March	Meetings held to assess progress against targets

Appendix 3: appraisal report template

Stocks Green Primary School Performance Management 2024– 2025

Name:	Year Group: 1	Appraiser:
	Date: Mid-year review: End of cycle review:	
Appraiser signature:		Date:
Staff member's signature		Date:
<u>Wellbeing discussion:</u>		
<u>Target 1:</u>		
<u>Success Criteria:</u> •		
<u>CPD Needs:</u>		
<u>Mid-Year Review:</u>		
<u>End of Year evaluation:</u> <u>Target 1:</u>		
<u>Target 2:</u>		
<u>Success Criteria:</u>		
<u>CPD Needs:</u>		
<u>Mid-Year Review:</u>		
<u>End of Year evaluation:</u> <u>Target 2:</u>		
<u>Target Three:</u>		
<u>Success Criteria:</u> •		
<u>CPD Needs:</u>		

Mid-Year Review:

End of Year evaluation:

Target 3:

Notable Achievements and Celebrations

Staff Member Comment