



School Appraisal Policy for Teachers and Support Staff

1 Purpose

The purpose of this policy is to set out the framework for a clear and consistent assessment of the overall performance of teachers/head teachers and support staff and support for their development needs within the context of the school's plan for improving educational provision and performance, and the standards expected of teachers and support staff.

There are three separate parts to this policy:

- Section A: procedure to review the performance of support staff during their probationary period;
- Section B: procedure to review the performance of early career teachers during their induction period; and
- Section C: appraisal arrangements for qualified teachers outside their induction period, unqualified teachers and support staff outside their probationary period. Staff who are the subject of the school's capability procedure are excluded from these arrangements.

2 Legal considerations

Early Career teachers (ECTs): It is a statutory requirement that ECTs who wish to work in maintained schools undertake a compulsory period of induction. The Teachers' Standards will be used to assess an ECT's performance during and at the end of their induction period.

Appraisal regulations: It is a legal requirement that the governing body has a policy for managing and reviewing the performance of teachers and head teachers that meets the statutory requirements of the Education (School Teachers' Appraisal) (England) Regulations 2012. There are no equivalent national regulations or collective agreements that apply to support staff, however schools are advised to apply similar arrangements to ensure consistency across the workforce.

3 Roles and responsibilities

- **Governing Body:** The governing body has responsibility to establish the school's appraisal policy, monitor the operation and outcomes of appraisal arrangements and review the policy and its operation every year.

The Governing Body will nominate that Staffing & Finance committee

comprising of 3 non staff governors to consider the pay recommendations made by the Head teacher following the assessment of performance over the appraisal cycle.

The governing body will also appraise the Head teacher on an annual basis and will be advised by a suitably skilled and experienced external adviser.

The task of appraising the head teacher including the setting of objectives will be delegated to a sub group of 2 members of the Governing Body and the Achievement Partner.

- **Head Teacher:** The head teacher is responsible for reporting annually to the governing body on appraisal arrangements and training and development needs.

The headteacher must appraise the performance of every other teacher employed at the school in respect of each appraisal period applying in relation to the teacher

The head teacher will decide who will contribute to the appraisal process for other teachers and support staff in the school.

The head teacher is responsible for evaluating standards of teaching and learning and ensuring proper standards of professional practice are established and maintained. The head will take account of appraisal outcomes in school improvement planning and ensure the school produces and resources an effective plan for the professional development of its workforce.

At the end of the appraisal cycle the Head teacher will make recommendations to the Staffing & Finance Committee on the pay progression for every qualifying teacher in school.

- **Appraisers:** Where the head teacher has delegated responsibility for the appraisal process to other line managers, those appraisers will undertake the role. Where the appraisee is a teacher eligible for performance pay, this will include making a proposal about progression to the Headteacher however it is up to the Head teacher to determine what pay recommendation will be put forward to the Staffing & Finance Committee. It is the responsibility of appraisers to ensure that objectives are set, the implementation of the classroom observation protocol, the gathering of other evidence, the application of performance criteria, any pay recommendation and the feedback are appropriate in terms of equalities considerations.
- **Appraisees:** All staff are expected to play an active role in their own appraisal and professional development including taking action as agreed at appraisal meetings.

- **Local Authority (LA):** The LA is responsible for an ECT's training, support, guidance and supervision during their induction period.

4 Link to Pay Policy

The school's pay policy sets out the discretions in performance pay determinations for teachers, as provided for by the School Teachers' Pay and Conditions Document. Pay Progression for all teachers including the Leadership Group will be determined following an assessment of performance over the appraisal cycle. The pay policy outlines the criteria for pay progression linked to performance.

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Section A - Reviewing performance during the probationary period of support staff

A1 Application of probationary period scheme

- New entrants to local government have a probationary period of six months. The purpose of probation is to assess the employee's suitability and capability to perform in their job role.
- Probation is only served once on initial entry in to Local Government service therefore anyone joining the school with continuous service of six months or more from another Local Government setting will not be subject to serving a further probation period.

A2 Reviewing progress during the probationary period

- A series of progress meetings should take place during the probation period so that the employee and their line manager have the opportunity to discuss any issues.
- Progress meetings should take place on/at:
 - day 1;
 - the end of weeks 2, 4, 12 and 20; and
 - the end of week 26 which is the end of the probationary period.
- The progress meetings should consider:
 - work output;
 - work quality;
 - relationships with other people;
 - attitudes
 - attendance;
 - knowledge;
 - any additional support required; and
 - training and development needs.
- The employee will see the agenda in advance of the meeting and be given the opportunity to add anything they wish to discuss. Notes of each meeting should be taken and should include any action points agreed. Follow-up action, including arranging additional support or training, should be done within the agreed timescale.
- The procedure to follow if concerns about the employee's performance arise during the probationary period is set out in the school's 'Procedures for Managing Under Performance'.

Section B – Reviewing performance during the induction period of Early Career Teachers

B1 Application of induction period that is underpinned by the Early Career Framework (ECF)

- The arrangements that apply to the monitoring, support and assessment of ECTs during their induction period are set out in the DfE statutory guidance 'Induction for Early Career Teachers (England)'.

B2 Reviewing progress during the induction period

- Professional reviews of progress will take place between the ECT and their induction tutor throughout the induction period, at least every six to eight weeks. Early Career Teachers will be entitled to a named mentor as well as induction tutor. These reviews will be informed by evidence of the ECT's work including classroom observations. The meeting will cover the review and revision of objectives in relation to the professional standards for teachers on the main pay range and the needs and strengths of the ECT. A written record will be kept of progress towards objectives and any new objectives set, as well as any support provided.
- There will be two formal assessment points, one midway through induction, and one at the end of the induction period between the ECT and either the head teacher or the induction tutor acting on behalf of the head teacher. These will be supported by regular progress reviews to monitor progress, to take place in each term where a formal assessment is not scheduled. Assessments will be based on evidence gathered during the induction period and will relate directly to the professional standards for qualified teachers and main pay range teachers. The evidence that will be considered is:
 - written reports of at least two lesson observations and two progress review meetings that have taken place during the term;
 - formal and informal assessment records for pupils for whom the ECT had particular responsibility including test and/or examination results as appropriate;
 - information about liaison with others, such as colleagues and parents;
 - the ECT's lesson plans, records and evaluations; and
 - the ECT's self-assessment and record of professional development.
- The procedure to follow if the ECT fails to make satisfactory progress during the induction period is set out in the school's 'Procedures for Managing Under Performance'.

Section C - Appraisal arrangements for qualified teachers outside their induction period; unqualified teachers and support staff outside their probationary period

C1 Policy statement

The governing body will operate an appraisal policy that:

- reflects the aims, objectives and priorities of the school improvement plan by providing an appropriate framework for the assessment of performance, which in turn informs school self-evaluation and school development planning;
- aims to recognise the work of staff and their contribution to school life and support their development needs;
- is consistent with the statutory requirements for appraisal for teachers;
- aims to minimise workload and bureaucracy and has regard to the work/life balance of all staff and governors;
- is developed in consultation with staff and recognised trade union representatives and is accessible to all;
- is consistent with the principles of public life - objectivity, openness and accountability;
- establishes an appropriate mechanism for considering grievances in relation to individuals' appraisal; and
- achieves consistency of treatment and fairness including compliance with equalities legislation.

The governing body will ensure in its budget planning that, as far as possible, appropriate resources are made available in the school budget for any training and support agreed for staff under the appraisal process. This is reflected in the school's CPD policy.

C2 Appraisal Period

- The performance of teachers and support staff will be reviewed on an annual basis. The appraisal process will be completed for all teachers by 31 October and for head teachers by 31 December.
- The appraisal period will run for twelve months from September to July for staff and from November to October for the head teacher.
- 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. They will be set objectives relevant and appropriate for the period of the fixed term contract and will have their performance assessed accordingly. The length of the period will be determined by the duration of their contract.

C3 Appointment of Appraisers

C3.1 For the head teacher

The governing body is the appraiser for the head teacher and will delegate this responsibility by appointing two governors and the Achievement Partner.

The external adviser appointed will provide the appraising governors with advice and support about the appraisal of the head teacher.

C3.2 For teachers

The head teacher will be the appraiser for those teachers they directly line manage. Where the head teacher is not the direct line manager, the role of appraiser for some or all teachers will be delegated to the teacher's line manager. Where a teacher has more than one line manager the head teacher will determine which line manager will be the most appropriate to appraise the teacher's performance. All line managers to whom the head teacher has delegated the role of appraiser will receive appropriate support for that role.

Where an appraisee is of the opinion that the person to whom the head teacher has delegated the appraiser's duties is unsuitable for professional reasons, they may submit a written request to the head teacher for the appraiser to be replaced, stating those reasons. The request will be considered and a written response giving reasons for the decision provided within 10 working days

C3.3 For support staff

The head teacher will be the appraiser for those support staff that they directly line manage. Where the head teacher is not the direct line manager, the role of appraiser for some or all support staff will be delegated in its entirety to the member of staff's line manager. Where a member of support staff has more than one line manager the head teacher will determine which line manager will be the most appropriate to manage and review performance. All line managers to whom the head teacher has delegated the role of appraiser will receive appropriate support for that role.

C4 Objectives and Standards

C4.1 Setting Objectives

- The head teacher's objectives will be set by the Governing Body after consultation with the external adviser.

- Objectives for each teacher (and member of support staff) will be set before or as soon as practicable after the start of each appraisal period.
- As a general principle, every member of staff will be set a minimum of 3 appraisal objectives for a full appraisal cycle.
- Every effort will be made for the objectives to be agreed between the appraiser and appraisee but where agreement cannot be reached, the appraiser will make the final determination
- The objectives will be set out in a planning statement issued to the individual following a meeting to discuss their appraisal and will:
 - contribute to school's plans for improving the school's educational provision and performance and improving the education of pupils at the school;
 - be rigorous, challenging, achievable, time-bound, fair and equitable for staff with similar roles/responsibilities and experience;
 - have regard to what can reasonably be expected of any appraisee in that position given the desirability of the appraisee being able to achieve a satisfactory balance between the time required to discharge their professional duties and the time required to pursue their personal interests outside work, consistent with the school's strategy for bringing downward pressure on working hours;
 - reflect the employee's experience and professional aspirations; and
 - be quality assured against the school improvement plan
- The planning statement will set out:-
 - Arrangements for observing performance in the classroom
 - What information/evidence/criteria will be used
 - What support/assistance will be provided
 - The expected timescale for completion

C4.2 Reviewing Objectives

- Should it be necessary to review and/or change objectives or to incorporate additional classroom observations then a Revision Meeting will be held and changes should be recorded on Part 2 of the Planning and Review Statement and sent to the individual.

C4.3 Teachers' Standards

- The performance of all teachers, regardless of their career stage will be assessed against the teachers' standards which define the minimum level of practice expected from teachers from the point of being awarded QTS.
- Before, or as soon as practicable after, the start of each appraisal period, each teacher will be informed of the standards against which their performance in that appraisal period will be assessed. The head teacher or governing body (as appropriate) will need to consider whether certain teachers should also be assessed against other sets of standards published by the Secretary of State that are relevant to them.

C5 Reviewing Performance & Gathering Evidence

Staff subject to the appraisal process should be clear about the evidence required by the appraiser in order to assess their performance overall and make any recommendation as required regarding pay progression. It will ultimately be the head teacher who puts forward recommendations to the pay committee regarding pay progression.

The evidence gathered by the school and the member of staff will be determined by the nature and scope of the agreed objectives and teachers standards.

In this school, the evidence may include:

- pupil data including (*e.g. statutory and optional test results, examination results, school-based pupil testing, tracking and progression data*);
- evidence from school-based monitoring and evaluation systems including (*e.g. results of the scrutiny of pupils' work; lesson planning reviews*);
- Classroom observations undertaken in accordance with school's classroom observation protocol
- written feedback from individuals with direct professional knowledge of the appraisee's work (including from outside the school where the appraisee is involved in outreach work or has a wider role within the community or locality);
- evidence of outcomes identified for leadership and management objectives;
- evidence of outcomes identified for administrative, professional or technical objectives; and
- the outcomes of the appraisee's engagement in professional development including feedback on the contribution they have made to the development of others.

Teachers' performance will be observed but the amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the school. Classroom observation will be

carried out by those with QTS. In addition to formal observation, head teachers or other leaders with responsibility for teaching standards may “drop in” in order to evaluate the standards of teaching and to check that standards of professional performance are established and maintained. The length and frequency of “drop in” observations will vary depending on the specific circumstances of the school. 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 share responsibility for improving their teaching through appropriate professional development with the school. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual teachers.

C6 Feedback (including initial issues and concerns)

Teachers will receive constructive feedback on their performance throughout the year and as soon as practicable after an observation has taken place or other evidence has come to light. Feedback will highlight particular areas of strength as well as any areas that need attention. 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;
- agree any support (eg 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 within the specified timeframe.

The outcome will be confirmed in writing within two working weeks wherever possible.

C7 Concerns about an Appraisee’s Performance

C7.1 Addressing Concerns

- Where during the course of an appraisal cycle concerns still exist following section C6 relating to an appraisee’s performance the appraiser should bring these matters to the individual’s attention at a Review Meeting
- The appraiser should clearly identify the shortfall in performance and required standards that need to be met.
- The appraiser should give the appraisee a reasonable period of time to improve [review period] and state clearly how their performance will be monitored and assessed during this period.

- The appraiser should make it clear to the appraisee that failure to achieve the required standards within the review period will result in the matter being dealt with under the Capability Procedure.
- Written records of the meetings, arising actions etc should be kept.

C7.2 Transition to Capability

If the appraiser is not satisfied with progress, the teacher will be notified in writing that the appraisal system will no longer apply and that performance will be managed under the Procedures for Managing Under Performance / Capability Procedure, and will be invited to a formal capability meeting. The transition to formal capability will not normally be made unless there is evidence that:

- under performance against agreed objectives and/or standards has prevailed for some time; and
- the underperformance is either serious or has persisted despite the provision of support

C8 Annual Assessment

- Every teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the head teacher, the Governing Body must consult the external adviser.
- The headteacher will assess and make a decision about the content of each appraisal report and where the appraisee is a teacher eligible for performance pay, this will include making a recommendation about pay progression to the Staffing/Pay Review Committee.
- 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 at interim meetings held during working time.
- The teacher will receive as soon as practicable following the end of each appraisal period – and have the opportunity to comment in writing on - a written appraisal report. In this school, teachers will receive their written appraisal reports by 31 October (31 December 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 training and development needs and identification of any action that should be taken to address them;
 - a recommendation on pay where that is relevant

- The assessment of performance and of training and development needs will inform the planning process for the following appraisal period.
- 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 through that process

C9 Appeals

- If an appraisee wishes to appeal against any determination in relation to his or her pay the procedure is set out in the school's pay policy.
- If an appraisee is unhappy with the content of the written appraisal report excluding the recommendation regarding pay progression, the School's Grievance procedure should be used.

C10 Confidentiality

- The whole appraisal process including the written appraisal report will be treated with strict confidentiality at all times, subject to the arrangements for access to this and other evidence set out below.
- Appraisal reports will be retained by the head teacher, or in the case of the head teacher the chair of governors, for a minimum period of 6 years from the end of the cycle.
- Where the person undertaking classroom observation is not the appraiser, sufficient information about the focus of the observation and the relevant objectives will be shared by the appraiser to enable this role to be performed effectively.
- Where an eligible teacher or head teacher is considered for performance pay progression, the relevant committee will be provided with access to the appraiser's appraisal report upon request.
- Where an employee submits an appeal to the governing body under this policy, the relevant committee will be provided with access to the appraisal report and any other relevant appraisal documentation to facilitate the consideration of the appeal

C11 Monitoring and evaluation

- The governing body will monitor the operation and outcomes of appraisal arrangements including CPD.
- The head teacher will provide the governing body with a written report on the operation of the school's appraisal CPD policies annually. The report will not contain any information that would enable any individual to be identified.

C12 Quality Assurance

- The head teacher will review all objectives and written appraisal records personally, in order to check that there is a consistency of approach and standards of expectation between different appraisers.

C13 Specific Issues

C13.1 Teachers and support staff who join the school or change jobs within the school during the appraisal cycle

- For staff who start their employment at the school part-way through the school's appraisal cycle, the head teacher (or governing body in the case of the head teacher) will make appropriate arrangements for their performance to be managed during the remainder of the school year with a view to bringing their cycle into line with the cycle for other staff as soon as possible.
- For staff already employed at the school who transfer to a new post within the school part-way through a cycle, the head teacher (or governing body in the case of the head teacher) will determine whether to begin the appraisal cycle again and whether to change the reviewer, depending on the extent to which the appraisee's responsibilities and job description have changed.

C13.2 Part-time teachers and support staff

- Appraisal arrangements will apply on the same basis as full-time staff. The same degree of challenge in the process will apply but the breadth and volume of each element in the process will be proportionate to and reflect the period of time worked.
- Where a job share arrangement is in place, objectives, performance criteria and the evidence to be considered will focus on an individual member of staff's contribution.

C13.3 Teachers and support staff who are absent for a significant part of the cycle

- In assessing a teacher's overall performance, the appraiser will take account of what it was reasonable for the appraisee to achieve during the time they were in school or whether a review meeting needs to be arranged to change/amend the objectives that have been set.
- The implications for the recommendation about performance pay progression for eligible teachers is set out in the school's Pay Policy.

Annex 1 – Classroom Observation Protocol

General

The governing body is committed to ensuring that classroom observation is developmental and supportive and that those involved in the process will:

- carry out the role with professionalism, integrity and courtesy;
- evaluate objectively;
- report accurately and fairly; and
- respect the confidentiality of the information gained, given the arrangements for confidentiality and record keeping set out elsewhere in this policy.

Specific Arrangements for Teachers

- ***(Whilst the Education (School Teachers' Appraisal) (England) Regulations 2012 remove the prescription on the time limit for classroom observations, the figure of 3 hours per cycle has been consulted on and agreed with the trade unions at the Local Authority level. If schools wish to have different arrangements then they will need to consult on this locally with the relevant trade unions.)***
- The total period for classroom observation arranged for any teacher, whether full- or part-time, for the purposes of appraisal will not exceed 3 hours per cycle having regard to the individual circumstances of the teacher. There is no requirement to use all of the time. The amount of observation planned and agreed for each teacher will reflect and be proportionate to the needs of the individual appraisee and reflect their individual circumstances.
- In this school proportionate to need will be determined by consideration of:
 - the assessment of the appraisee's overall performance at the end of the last appraisal cycle;
 - the nature of the objectives set for the next appraisal cycle; and
 - the appropriateness of classroom observation as a source of evidence for the performance criteria identified for those objectives.
- Where evidence emerges about the appraisee's teaching performance which gives rise to concern during the cycle additional classroom observations may be arranged.
- In keeping with the commitment to supportive and developmental classroom observation those being observed will be notified of the lesson to be observed in advance and also what aspects are to be assessed in line with the objectives and criteria that have been set.
- Classroom observations will only be undertaken by persons with Qualified Teacher Status (QTS). This may be by the appraiser or others with appropriate professional expertise. In this school classroom observation will

only be undertaken by those who have had adequate preparation and the appropriate professional skills to undertake observation and to provide constructive oral and written feedback and support, in the context of professional dialogue between colleagues.

- The evidence gathered may relate to the appraisee's teaching practice performance in general and will contribute to the overall assessment of performance at the end of the appraisal cycle.
- Verbal feedback will be given as soon as possible after the observation and always no later than the end of the next school day. It will be given during directed time in a suitable, private environment.