

Teacher Appraisal Policy & Procedure

Model Procedure for Schools

September 2024

**EVERY
CHANCE
for EVERY
CHILD**

CONTENTS

1. POLICY STATEMENT	1
2. SCOPE OF THE PROCEDURE	2
3. AIMS AND OBJECTIVES	2
4. EQUALITIES ISSUES	3
5. THE APPRAISAL PERIOD	4
7. SETTING OBJECTIVES	5
9. APPRAISAL MEETING	7
10. DEVELOPMENT AND SUPPORT	8
12. INFORMAL SUPPORT	9
13. ANNUAL ASSESSMENT	11
15. APPEALS	13
16. FURTHER INFORMATION	13
Appendix 1: Classroom Observation Protocol	14

1. POLICY STATEMENT

- 1.1 This policy and procedure has been agreed with schools and the relevant trade unions and is primarily intended to support staff whilst enabling schools to undertake assessment of the overall performance of teachers in a way which is fair and adheres to employment, equalities, and education legislation.
- 1.2 This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers and the Headteacher and for supporting their development needs within the context of the school's improvement plan and their own professional needs and the standards expected of teachers.
- 1.3 The appraisal process will 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.
- 1.4 Appraisal will 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. It will help to ensure that teachers are able to continue to improve their professional practice and to develop as teachers. The policy will support each teacher's development within the context of the school plan for improving educational provision and performance. Reducing unnecessary workload will be at the forefront of any considerations around implementing these appraisal processes.
- 1.5 Where teachers are eligible for pay progression, the assessment of performance throughout the cycle against the performance criteria specified in the statement will be the basis on which the recommendation is made by the reviewer.
- 1.6 If there are any serious concerns raised about a teacher's performance that cannot be addressed and resolved through informal support through the appraisal process, there will be consideration of whether to commence the capability procedure.
- 1.7 All performance management activities will take place within the teacher's directed time, but not within a teacher's PPA time.

- 1.8 This Policy reflects the arrangements that come into effect on **1 September 2017**. These arrangements are set out in the Education (School Teachers' Appraisal) (England) Regulations 2012 (the Appraisal Regulations) which replaced the Education (School Teacher Performance Management) (England) Regulations 2006 (the 2006 Regulations). This policy also takes account of the Teacher Appraisal Guidance for schools updated in July 2024.

2. SCOPE OF THE PROCEDURE

- 2.1 The policy applies to the Headteacher and to all teachers employed by the school except teachers on contracts of less than one term, those undergoing induction (i.e. ECTs) and those who are the subject of capability procedures. It does not apply to agency workers.
- 2.2 Please note that movement of teachers from the main scale to the Upper Pay range remains unchanged and teachers who wish to cross the threshold are still required to follow the established Threshold application procedure.

3. AIMS AND OBJECTIVES

- 3.1 The Appraisal policy and procedure is designed to:
- improve staff morale, motivation and retention;
 - lead to an entitlement to professional development according to identified needs;
 - encourage the development of confident and professional judgements amongst teachers;
 - increase teachers' participation in decision-making and developing a sense of control over their own work;
 - identify the resources and facilities needed to support teachers;
 - be manageable and not introduce bureaucratic burdens; and
 - have regard to the necessity of achieving a satisfactory balance between the time required to discharge their professional duties and the time required to pursue their personal interests outside work. Governors and Headteachers should ensure they adhere to the working limits set out in the Working Time Regulations and the STPC..
 - create an atmosphere of trust between teachers, reviewers and the Headteacher
 - create a proper opportunity for teachers for professional discussion with their

- reviewers about their work and their professional development; and
- provide an opportunity to discuss broader aspects of a teacher's role, including workload, workload, wellbeing, working hours, flexible working opportunities, and career aspirations in a supportive manner. This can help the teacher identify strategies to effectively manage their workload and wellbeing, as well as provide feedback to management for further improvement and retention. These discussions are vital in helping teachers manage their responsibilities effectively and ensuring their long-term engagement and satisfaction in their roles.

3.2 This policy should be read in conjunction with the school's pay policy which provides details of the arrangements relating to teacher's pay in accordance with the School Teachers' Pay and Conditions Document.

4. EQUALITIES ISSUES

- 4.1 The Appraisal Policy must always be applied equitably and in accordance with employment law and the school's Equalities policies. The application of this policy will not directly nor indirectly discriminate against members of staff on the grounds of their gender, age, disability, gender re assignment, marital or civil partnership status, pregnancy, maternity status, race (including race, nationality and ethnic or national origins), religion or belief, or sexual orientation.
- 4.2 The school are committed to ensuring consistency of treatment and fairness. It will abide by all relevant equality legislation, including the duty to make reasonable adjustments for disabled employees. The Governing Body is aware of the guidance on the Equality Act issued by the Department for Education (DfE).
- 4.3 The application of this policy will not directly nor indirectly discriminate against members of staff on the grounds of trades union membership or activities.
- 4.4 Governing Bodies and school leaders have a duty of care to protect the health, safety and welfare of their staff and should ensure staff wellbeing is routinely considered in setting appraisal objectives and making pay decisions.
- 4.5 The school will monitor the operation and effectiveness of the appraisal arrangements and monitor the impact on different groups of people with protected characteristics in line with the Equal Opportunities Policy.

PROCEDURE

Please note: -Text in bold indicates statutory requirements contained in the Appraisal Regulations or the School Staffing Regulations.

5. THE APPRAISAL PERIOD

- 5.1 The appraisal period will run for twelve months** from *date* for all staff. 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 the contract.**
- 5.2 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.
- 5.3 During the Autumn term, all objectives, success criteria, and evidence to be used will be finalised between the appraiser and appraisee. If agreement cannot be reached, they are set by the appraiser. The appraisee can record their disagreement in writing which should then be taken into account at the review stage.
- 5.4 During the Spring and Summer term, performance will be reviewed against objectives and standards. Additional support can be provided to the teacher if a need is identified at any point in the appraisal cycle, and this should be documented.
- 5.5 During the Summer and Autumn term, at the end of the appraisal year, teachers must receive an appraisal report which includes (amongst other things) an assessment against their objectives and success criteria and the relevant standards. In addition to assessing a teacher's achievement of objectives, it is important for line managers to also discuss workload, wellbeing, working hours, flexible working opportunities, and career aspirations in a supportive manner. This can help the teacher identify strategies to effectively manage their workload and wellbeing, as well as provide feedback to management for further improvement and retention.
- 5.6 Throughout the appraisal cycle, teachers should receive informal feedback on their performance and development areas. There should be early dialogue with teachers that have emerging performance issues, with prompt support put in place to ensure teachers have the appropriate guidance and opportunity to improve in the relevant areas.

6. APPOINTING APPRAISERS

- 6.1 The Headteacher will be appraised by the Governing Body**, (Schools may nominate a small number (2 or 3) Governors to discharge this responsibility - The

Appraising Governors). **The Appraising Governors will be supported by a suitably skilled and/or experienced external adviser who has been appointed by the Governing Body for that purpose.**

- 6.2 In this school the task of appraising the Headteacher, including the setting of objectives, will be delegated to a sub-group consisting of two members of the Governing Body.
- 6.3 The Headteacher will decide who will appraise other teachers. The Appraiser will always be the Headteacher or Line Manager and will always be a qualified teacher with current/recent teaching experience. Account will be taken of the number of staff any one person appraises. Line managers/appraisers are encouraged to ensure they have a manageable number of employees to appraise, so as not to impact on workload.
- 6.4 Where it becomes apparent that the appraiser appointed by the Headteacher will be absent for the majority of the appraisal cycle, the Headteacher may perform those duties herself/himself or delegate those duties to another teacher for the duration of that absence.
- 6.5 If the Headteacher appoints an appraiser who is not the teacher's line manager, the appraiser to whom they delegate those duties will have an appropriate position in the staffing structure, together with the necessary background knowledge, skills and training to undertake the role.
- 6.6 The appraisal structure will be circulated to all staff.
- 6.7 All staff carrying out appraisals will have relevant appraisal training and will be confident in carrying out the role.
- 6.8 A teacher may request an alternative appraiser to the Headteacher in writing. The Headteacher will consider an alternative appraiser where a member of staff has a valid and genuine objection to their designated appraiser. The decision of the Headteacher will be final.

7. SETTING OBJECTIVES

- 7.1 **The Headteacher's objectives will be set by the Governing Body after consultation with the external adviser.** The governing body has a duty to have regard to the work-life balance of the headteacher and objectives will reflect this.

- 7.2 Objectives for each teacher will be set before, or as soon as practicable after, the start of each appraisal period.** The Headteacher has a duty to have regard to the work-life balance of the headteacher and objectives will reflect this.
- 7.3 Setting more than three objectives, or, for example, using sub-targets, can lead to teachers experiencing unreasonable workload and pressure, making the objectives more difficult to achieve. Therefore, other than in exceptional circumstances, no teacher will be given more than three objectives.
- 7.4 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 that school.** This will be ensured by quality assuring all objectives against the school improvement plan or other appropriate plans/strategies. Objectives will also take into account the professional aspirations of the teacher. The objectives set should reflect the teacher's contractual hours.
- 7.5 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. 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 .** The Headteacher 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.
- 7.6 QTLS teachers**
For teachers who are qualified teachers by virtue of holding QTLS status, it is for the governing body or Headteacher to decide which standards are most appropriate. Such teachers may be assessed against the Teachers' Standards, against any other sets of standards issued by the Secretary of State, against any other professional standards relevant to their performance or any combination of those three.
- 7.7 The objectives that are agreed with each teacher will be: -
- Specific, Measurable, Achievable, Realistic and Time-bound
 - Appropriate to the teacher's role and level of experience.
 - Be fair and equitable. This will be in relation to teachers with similar roles/responsibilities.

- Consistent with each school's strategy for achieving a reasonable work/life balance for all staff.

7.8 Schools will be mindful that resources will need to be made available for the implementation of this policy, particularly in relation to training and accessibility.

7.9 Objectives may be revised and agreed with reasonable adjustments made if there is a significant change in circumstance, e.g. a change of job role, long term sickness, maternity leave, disability, or if a teacher requires more support to meet the Teachers' Standards. If objectives for an individual are changed, then these will need to be referred back to the Appraiser and Appraisee to seek agreement before being implemented.

7.10 The appraisal objectives for those teachers on the upper pay spine, AST or the senior leadership group must be set at a level that meets the appropriate National Standards.

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

8. PREPARING FOR THE APPRAISAL MEETING

8.1 Before the meeting, teachers and their appraisers need to ensure that they have reviewed the professional standards and professional development documents to highlight any areas for development/aspiration.

8.2 Teachers and Headteachers should undertake a self-evaluation exercise prior to their appraisal meeting.

8.3 The Teachers' Standards will be used to inform the agreement of the teacher's appraisal objectives and will not be used as a checklist against which the teacher's performance is assessed.

9. APPRAISAL MEETING

9.1 During the meeting to agree the objectives, the following should be discussed:

- The agreeing of objectives for the next academic year should be in collaboration between the appraiser and appraisee through a review of the professional

standards; the School Development priorities; professional development documents; and any other relevant documents. If agreement is not possible, the appraiser will agree the objectives based on the above. Rigorous, aspirational and achievable targets need to be set that fit in with the whole school targets.

- What is going well, focusing on agreed evidence between the appraisee and appraiser.
- Wellbeing, workload and career progression/aspirations
- An objective statement and action plan.
- Plans for observation and review during the appraisal cycle. There will be a maximum of three agreed formal lesson observations, totaling no more than three hours.
- Evidence that will be collected during the cycle and from whom evidence may be sought.

10. DEVELOPMENT AND SUPPORT

10.1 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.

11. FEEDBACK AND RECORDS

11.1 Employees will receive constructive feedback on their performance throughout the year and as soon as practicable after an observation has taken place (where applicable), or other evidence has come to light. Feedback will highlight particular areas of strength and discuss what has gone well and highlight how this can be consolidated through CPD etc. Feedback will also highlight any areas of concern, including areas that require improvement and any support that may be required to assist the teacher to achieve the required improvements.

11.2 Feedback will be given during directed time in a suitable, private environment. Often this can resolve issues without the need for any formal action.

11.3 If issues emerged from an observation that were not part of the focus of the observation as recorded in the planning and review statement, these should also be covered in the written feedback and the appropriate action discussed with the teacher. Other issues relevant to the Appraisal process can also be discussed at this meeting.

- 11.4 Written feedback will be provided within 5 working days of the observation taking place.
- 11.5 The written record of feedback will include the date on which the observation took place, the lesson observed and the length of the observation. The teacher has the right to append written comments on the feedback document. No written notes in addition to the written feedback and teacher's comments will be kept.
- 11.6 The Appraiser will be given sufficient time within the school day to put in written form the conclusions agreed with the appraisee on the outcomes of the classroom observation.
- 11.7 Teachers will have access to all written accounts of the observation after their lessons and, if they request, copies will be provided.
- 11.8 Teachers (including the Headteacher) whose posts have responsibilities outside the classroom should also expect to have their performance of those responsibilities assessed.

12. INFORMAL SUPPORT

- 12.1 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 the teacher at least five working days' notice that a meeting will be held to discuss targets for improvement alongside a programme of support, and inform the teacher that he/she has the right to be assisted by a representative of an independent trade union or workplace colleague, a right that extends to any future meetings where capability will be discussed such meetings will usually have a notetaker present;
 - in consultation with the teacher, establish an action plan with support (for example coaching, training, in-class support, mentoring, structured

observations, visits to other classes or schools, or discussions with advisory teachers), that will help address those specific concerns, people involved in supporting the teacher must maintain confidentiality in terms of the process

- 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.

12.2 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.

12.3 Informal support should be provided for a reasonable period to allow for performance improvement. Schools could decide this is a minimum of 6 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 and arrangements will be made to modify the support programme if appropriate.

12.4 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. The teacher should be informed of this at a formal meeting with the Appraiser or Headteacher. Following this meeting, the appraisal process will continue as normal. The outcome will be provided in writing to the teacher.

- 12.5 If long term sickness absence appears to have been triggered by the commencement of monitoring or a formal capability procedure, the case will be dealt with in accordance with the school's Attendance Management policy and procedures. The employee will normally be referred to the Occupational Health service to assess their health and fitness for continued employment and the appropriateness or otherwise of continuing with monitoring or formal procedures.
- 12.6 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 school's Capability procedure and will be invited to a formal capability meeting.

13. ANNUAL ASSESSMENT

- 13.1 **Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the Headteacher, the Governing Body must consult the external adviser.**
- 13.2 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 through the process of line management meetings.
- 13.3 **The teacher will receive as soon as practicable following the end of each appraisal period** – and have the opportunity to comment in writing on – **an 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 written appraisal reports by 31st October (31st December for the Headteacher). Please note that this date is not a statutory requirement. *(Schools can select date(s) that are appropriate for them locally).*

14. APPRAISAL REPORT

14.1 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/continuing 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** (NB – pay recommendations need to be made by 31 December for Headteachers and by 31 October for other teachers);
- *(schools to add what else, if anything, their appraisal reports will include) - Or remove bullet point.*

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

14.3 At the end of the performance management cycle a formal review meeting will be held where the Appraiser and Appraisee will discuss achievements, any areas for improvement and professional development activities.

14.4 The assessment meeting 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 the feedback meetings following formal observation. This is to ensure there are no surprises at the annual assessment meeting.

14.5 The annual assessment meeting will be run in accordance with this policy. Appraisers will have attended relevant appraisal training and will have discussed the running of the annual assessment meeting with their Appraisee in advance.

14.6 Progress towards the achievement of a challenging objective will be assessed favourably. For the purpose of this policy, this is defined as having met or exceeded those objectives or having made significant progress and impact in achieving challenging objectives. Consideration will be given to mitigating circumstances.

14.7 Assessment against the Teachers' Standards will start from the premise that all

teachers are meeting the Teachers' Standards and they will be assessed as meeting the standards unless clear, compelling written evidence to the contrary is provided. The teacher will receive as soon as practicable following the end of each appraisal period, a written appraisal report, which will have been drawn up during the discussion between the reviewer and teacher at the meeting.

- 14.8 The teacher will have the opportunity to comment on the appraisal report in writing. There will be space on the report for the Appraisee to record any comments.

15. APPEALS

- 15.1 Appraisees have a right of appeal against any of the entries in the written appraisal report or any procedural issues arising from the Appraisal procedure. The Grievance Procedure should be used if a teacher/Headteacher wishes to exercise their individual right of appeal against the content or misapplication of the Teacher Appraisal Process and Policy.

16. FURTHER INFORMATION

- 16.1 For further information please contact your HR provider.

- 16.2 DfE guidance can be found at [https://assets.publishing.service.gov.uk/media/66a253b20808eaf43b50d742/Teacher Appraisal - guidance for schools July 2024](https://assets.publishing.service.gov.uk/media/66a253b20808eaf43b50d742/Teacher_Appraisal_-_guidance_for_schools_July_2024)

Appendix 1: Classroom Observation Protocol

1. Classroom Observation Protocol

- 1.1 Observations will be undertaken by staff with Qualified Teacher Status (QTS) or QTLS, wherever possible this will be the appraising line manager. Those undertaking observations will have received appropriate professional skills and training to undertake observation and provide oral and written feedback. Appraisal observations should be planned in advance at the review and planning meeting. This includes the focus for observation, the frequency and the time in the year when these will take place. Observations will be undertaken by the Appraiser.
- 1.2 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
 - Respect the confidentiality of the information gained
- 1.3 Where it is not possible to set the actual observation date/time at the planning meeting, teachers should be given at least 5 days advance notice of an observation appointment. For the purposes of appraisal, teachers will be observed on an appropriate and reasonable number of occasions. The length and number observations will be appropriate for the experience and career stage of the teacher and the time will not be excessive.
- 1.4 In normal circumstances observation for appraisal purposes should be undertaken on no more than 3 occasions, with the expectation that this shall be no more than 3 hours in total.
- 1.5 Information gathered from classroom observation will assist the Headteacher in the exercise of their duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained.
- 1.6 Leadership drop-ins to monitor and review teaching and learning will not result in judgements being made regarding the quality of teaching in the classroom and does not form part of the formal appraisal process.

2. Focus of the Observation

- 2.1 The focus of the observation will, as far as possible, be agreed before the observation. The observation should provide evidence of the teacher's performance against the Teachers' Standards and provide evidence to inform achievement of objectives.

3. Observation Feedback

- 3.1 For the purpose of professional development, feedback about lesson observations will be developmental and serve as a coaching discussion. Feedback will highlight particular areas of strength as well as agreeing any areas that need further support and development. Oral feedback following observations should be provided as soon as possible after the observation and no later than the end of the following working day.
- 3.2 Feedback should be given during directed time in a suitable and private environment. Written feedback notes should be provided to and agreed with the teacher within 5 days and teachers should have an opportunity to append a comment on the feedback notes.