



Teacher & Support Staff Appraisal Policy

Category: Statutory	Approved by: Full Governing Body
Approved: July 2026	Next Approval due: July 2027
Initial Review by: Head Teacher	Formal Review by: Teaching Learning & Care Committee
Linked Policies: Teacher Pay Policy, Equality Policy	

Our Christian vision:

Built on the rock of Christian faith, we work as a community to create an environment which enables all to flourish. Jesus welcomed everyone and we embrace diversity, celebrating our different gifts and successes. Like St Peter, we are motivated by our values, learn from our mistakes and strive for the best outcome for all.

“Coming together, learning to be the best we can be”

Preamble

As a principal change to schools' current appraisal arrangements, the Teachers' Standards, introduced in September 2012, must now be incorporated into a school's appraisal arrangements. Where a school already has satisfactory staff appraisal and capability policy arrangements in place, there is no requirement to change such arrangements other than to include an additional statement that all teachers must be assessed against the new teachers' standards.

Introduction

Under statutory regulations, appraisal arrangements for all teachers in maintained schools in England were changed from 1 September 2013.

The Education (School Teachers' Appraisal) (England) Regulations 2012, made under the Education Act 2002, came into force on 1 September 2012 and replaced *The Education (School Teacher Performance Management) (England) Regulations 2006*. The 2012 regulations can be found at www.legislation.gov.uk/ukxi/2012/115/pdfs/ukxi_20120115_en.pdf.

The 2012 regulations apply to any teacher employed for one school term or more, in a community, voluntary, foundation, community special or foundation special school or a maintained nursery school, whether employed by the governing body of that school or by the local authority to work in that school.

The regulations place a legal obligation on qualifying schools to have an appraisals

procedure in place for all teachers and a capability procedure in place for all staff.

The regulations do not apply to a teacher whilst that teacher is undergoing an induction period or whilst a teacher is the subject of a formal capability procedure.

Support staff are not covered by the regulations but it would be both prudent and practicable for the governing body to agree and the head teacher to implement the same or a broadly similar staff appraisal policy for non-teaching staff.

1. Guiding principles

In its oversight of the appraisal system, the governing body is committed to ensuring consistency of treatment and fairness and to stay within the prevailing legal framework applicable to all employers; for example, the Equality Act 2010, the Employment Rights Act 1996, the Part-Time Workers Regulations 2000, the Fixed Term Employees Regulations 2002 and the Data Protection Act 1998.

The head teacher will moderate a sample of the planning statements (more on those later) to check that the agreed plans are consistently weighted between employees who have similar levels of responsibility and that the plans comply with the school's appraisal policy.

The appraisal process and the supporting documentation will be treated with strict confidentiality at all times. Only those who need access to such information will be granted access to enable them to discharge their responsibilities as directed by the school. The governing body will monitor the operation of the appraisal system and review it at appropriate intervals.

2. Purpose

- 2.1. The purpose of this procedure is to set out a framework for the clear and consistent assessment of performance of staff in the school, including the head teacher, and for supporting their development within the context of the school's plan for improving educational provision and performance based on our distinct Christian values.
- 2.2. All maintained schools are required to have a procedure which sets out how appraisal for teachers will be managed. This model procedure complies with the principles set out in the model teacher appraisal and capability policy published by the Department for Education. It is recommended to schools for adoption by the governing body.
- 2.3. Appraisal in this school will be a supportive and developmental process designed to ensure that all employees have the skills and support they need to carry out their role effectively, and continue to improve their professional practice.
- 2.4. The school wishes to encourage a culture in which all staff, especially teachers, take responsibility for improving their practice through appropriate professional development.

3. Applicability

- 3.1. This procedure applies to all employees of the school including the head teacher with the following specific exceptions;

3.1.1. Early Career Teachers during the statutory Induction Period

3.1.2. Employees employed on fixed-term contracts for less than one term

- 3.1.3. Employees whose performance is being managed under the terms of the Capability Procedure

4. Roles and Responsibilities

- 4.1. Head teachers/line managers and the governing body are responsible for implementing this procedure, and for monitoring the operation and effectiveness of the school's appraisal arrangements.
- 4.2. Head teachers/line managers are responsible for ensuring staff receive appropriate training and support and receive adequate feedback on performance.
- 4.3. Where schools 'buy-in' to the WBC Human Resources service, HR staff will provide head teachers/line managers with specialist advice on implementing this procedure.
- 4.4. Employees are responsible for complying with the requirements of this procedure.

5. The appraisal period

- 5.1. The normal annual appraisal period for employees employed for at least a year will run for 12 months, from September to September each year.
- 5.2. The appraisal period for employees on fixed term contracts of less than one year will normally be the duration of the contract. They will have their performance managed in accordance with the principles underpinning this policy.
- 5.3. Employees joining or leaving the school part way through the school year may have a shorter or longer appraisal period.

6. Appointing appraisers

- 6.1. The head teacher will be appraised by the governing body, supported by an external adviser who has been appointed by the governing body for this purpose. The external adviser will be suitably skilled and experienced to carry out this role.
- 6.2. In this school the task of appraising the head teacher, including the setting of objectives, will be delegated to a group comprising *two/three* members of the governing body. This group will also be responsible for appointing an external adviser in line with any guidance issued by the Department for Education and the local authority's school improvement service. This will usually be the schools Improvement Advisor.
- 6.3. The head teacher will decide who will appraise other employees in the school. The appraiser will normally be the line manager.
- 6.4. Appraisers will have a reasonable balance of responsibilities, and will not normally be responsible for appraising more than 5 appraisees. Teachers will only be appraised by appraisers who have Qualified Teacher Status. Usually the headteacher.

7. Setting objectives

- 7.1. The head teacher's objectives will be set by the governing body after consultation with the external adviser.

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- 7.2. Objectives for each employee will be set before, or as soon as practicable after, the start of each appraisal period. In practice, this means that objectives for the head teacher will normally be set during *September*, and objectives for other employees will normally be set during *October*. *Objectives for support staff will be set after this (normally during the Autumn term).*
- 7.3. Objectives will be Specific, Measurable, Achievable, Realistic and Time-bound (SMART). They will be appropriate to the job role and to the level of professional experience, where relevant.
- 7.4. The objectives set 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.
- 7.5. When setting objectives, the appraiser and appraisee should consider how the objectives link to School Development Plan which sets out the school's improvement priorities, and to the professional development needs of the employee.
- 7.6. The appraiser and appraisee will seek to agree objectives. If it is not possible to agree some or all of the objectives, the appraiser will determine the objectives. Objectives may be revised in the light of changing circumstances.
- 7.7. Employees who join the school, or who return from maternity leave, long term sick leave or other leave, part way through the appraisal period, will normally have an objective-setting meeting within *three months* as part of their induction or return to work process. *For employees joining in the summer term, this meeting may be postponed to the start of the next appraisal period, in September.*

8. Assessment against professional standards – teachers only

- 8.1. Before, or as soon as practicable after, the start of each appraisal period, each teacher will be informed of the professional standards against which the teacher's performance in that appraisal period will be assessed.
- 8.2. All teachers will be assessed against the set of standards contained in the 'Teachers' Standards'. The head teacher will determine whether certain teachers should also be assessed against other relevant sets of standards to be published by the Secretary of State in due course.

9. Reviewing performance

- 9.1. The appraiser will gather information about performance throughout the appraisal period. The type of information gathered and the methods for collecting it will vary according to the job role of the appraisee. For teachers, the evidence to be considered when reviewing performance is set out in the school's pay policy.
- 9.2. Classroom observation will be used to inform the review of performance for teachers. See appendix 2 for details of the school's protocol on classroom observation.
- 9.3. Interim meetings will be held *at least once during the annual cycle* to review performance and development priorities, and progress towards the achievement of objectives. Feedback will be provided to highlight areas of strength as well as any areas that need attention.
- 9.4. Before any move is made to deal with concerns under paragraph 10 below, the

appraiser should ensure that reasonable steps have been taken to address the concerns through normal day-to-day management and appraisal processes, and that the individual is aware of them.

10. Dealing with concerns about performance and informal support processes

- 10.1. Where concerns arise during the appraisal period about any aspect of an employee's performance, the appraiser will meet the employee formally to;
 - 10.1.1. give clear feedback about the nature and seriousness of the concerns;
 - 10.1.2. give the employee the opportunity to comment and discuss the concerns and the support received so far;
 - 10.1.3. agree any support (e.g. coaching, mentoring, structured observations, additional training) that will be provided to help address those concerns;
 - 10.1.4. make clear how, and by when, the appraiser will review progress (timescales must be reasonable, and appropriate to the nature of the concerns, the job role, and the individual working pattern/times);
 - 10.1.5. explain that if no, or insufficient progress, is made the appraisal process will end and that performance will be managed under the capability procedure.
- 10.2. When progress is reviewed, if the appraiser is satisfied that the employee has made, or is making, sufficient improvement the appraisal process will continue as normal with any remaining issues to be addressed through that process.
- 10.3. If progress is not satisfactory, the employee will be informed in writing that the appraisal system will no longer apply and that their performance will be managed under the capability procedure. They will be invited to a formal capability meeting.

11. Annual assessment

- 11.1. Each employee's performance will be formally assessed annually on the previous appraisal cycle. When assessing the performance of the head teacher, the governing body will consult the external adviser.
- 11.2. The annual appraisal meeting will take place at the end of the appraisal period, or as soon as practicable afterwards.
- 11.3. As soon as practicable after the appraisal meeting the appraisee will receive a written appraisal report which summarises the discussion at the meeting. The report will include;
 - 11.3.1. details of the objectives for the appraisal period in question;
 - 11.3.2. an assessment of the employee's performance of their role and responsibilities against their objectives and, for teachers, the relevant professional standards;
 - 11.3.3. an assessment of the employee's training and development needs and identification of any action that should be taken to address them;
 - 11.3.4. for teachers only, a recommendation on pay in accordance with the school's pay policy.

- 11.4. For teachers, the appraisal report including the pay recommendation must be received before the end of October, and before the end of December for the head teacher.
- 11.5. The assessment of performance and of training and development needs will inform the planning process for the following appraisal period.
- 11.6. The recommendation on pay will be considered by the head teacher and, submitted for approval to the Finance & Resources committee of the governing body, in accordance with the school's pay policy.

12. Confidentiality and retention of records

- 12.1. Appraisal processes will be treated with confidentiality. Information from the process, and appraisal statements and objectives will remain confidential to the appraiser and appraisee, except for the actions in the development plan which will be shared with the person responsible for professional development in the school. The only exception to this will be as set out in 12.2 below.
- 12.2. The head teacher has a responsibility to quality-assure the operation and effectiveness of the appraisal system. *The head teacher will review written appraisal records to ensure consistency of approach and expectation across the school, and to ensure awareness of any pay recommendations that have been made.*
- 12.3. The governing body and head teacher will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.

Appendix 1 – Appraisal cycle

Activity	Head teacher	Teachers	Support employees
Annual appraisal meeting to review performance for the previous period, and set objectives and development plans for the next period.	September	October	Office staff December-February Teaching assistants June - July
Written record of appraisal meeting provided to appraisee, with opportunity to comment	By end December	By end October	Office – end of February TAs - By end July

Table showing who is responsible for carrying out appraisals

Head teacher	Leadership team	Teachers	Support employees
Governors and appointed external (SIA)	Headteacher	Headteacher	Line manager

Appendix 2 – Observation protocol

Introduction

This school believes that observation of classroom practice and other responsibilities is important, both as a way of assessing teachers' performance in order to identify any particular strengths and areas for development they may have, and of gaining useful information which can inform school improvement more generally.

All observations will be carried out in a supportive fashion.

Formal classroom observations

In this school, teachers' performance will be regularly 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. Lesson observations will not be graded, but feedback will be given on what was good and what areas there are for improvement, in line with the school's observation protocol.

Classroom observation will only be carried out by those with QTS. Those carrying out classroom observations will have the appropriate skills to undertake observation and to give constructive written and oral feedback.

Appraisal - Normally, no more than three hours of classroom observation will be necessary for the purpose of gathering evidence for the appraisal review. However, in certain circumstances (for example, under paragraph 10 of the Appraisal Procedure) more may be necessary.

Observations of teachers may take the form of learning walks, and 'drop in sessions' (see below). There will be at least one formal observation in the year, where notice will be given. Recording of observations will be noted and shared with the staff member being observed. Teachers needing additional support may be observed more frequently using a supportive approach (this may form part of a coaching programme).

Observation of support staff

Support staff may be observed yearly by their line manager or inclusion manager. The focus on these observations will be linked to their performance management or related to the impact of their support on learners.

Other observations

Teachers (including the head teacher) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed. This may include; leading staff meetings and Inset; carrying out classroom observation and feedback.

Feedback

Teachers will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has come to light.

Feedback will highlight particular areas of strength as well as any areas that need attention.

Teachers should receive oral feedback as soon as possible on classroom observations, and written feedback within five school days when possible.

Drop in observations and learning walks

Head teachers and other school leaders have a responsibility to monitor the standards of teaching and pupil behaviour throughout the school. In order to do this they may 'drop in' to classrooms, or carry out 'learning walks' in order to evaluate the standards of teaching and to

check that high standards of professional performance are established and maintained. The length and frequency of 'drop in' observations or 'learning walk' will vary depending on specific circumstances. Drop in observations may form part of the evidence gathering for the appraisal process. The head teacher / senior leader will take account of any concerns that may be raised and will ensure that these are fed back to the teacher as soon as possible so that any corrective action necessary can be put into place.