



Spa Education Trust

Teacher Appraisal Policy: July 2025

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1. Aims

This policy aims to:

- Make sure teachers have the skills and knowledge they need to fulfil and excel in their roles and provide an excellent education to our pupils
- Set out the arrangements for appraising teachers, including the process and the responsibilities of individuals, while making sure these arrangements have a minimal impact on the workload of all parties concerned
- Make sure that teacher appraisals are carried out in a fair, just and transparent way while eliminating unnecessary bureaucracy
- Provide a supportive and safe environment for line managers and teachers to have meaningful, open and honest conversations about feedback and guidance, including successes and areas for improvement
- Support and encourage a culture of continuous professional learning that:
 - Nurtures teachers' professional growth
 - Meets individual and school priorities, including our school's latest Ofsted report and school improvement plan
 - Reflects the context of the Teachers' Standards
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The policy applies to all teaching staff employed by the Trust, except those on contracts of less than 1 year and those undergoing induction (i.e. early career teachers (ECTs)) and those who are subject to capability procedures.

2. Legislation and guidance

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

As an academy, we are free to determine our own appraisal arrangements. However, at Spa Education Trust, teachers' contracts specifically incorporate conditions from [The Education \(School Teachers' Appraisal\) \(England\) Regulations 2012](#), these will apply to all teachers.

This policy complies with our funding agreement and articles of association.

3. Definitions

In this policy, the term 'teacher' refers to classroom teachers, middle and senior leaders, and the Head of School or Headteacher.

3.1 Early career teachers (ECTs)

Early career teachers (ECTs) starting their induction on or after 1 September 2021 are not subject to annual appraisal and pay review cycles during their induction period, and are not covered by this policy.

Arrangements for ECT appraisal will follow our ECT induction policy, and the [statutory induction process for ECTs](#).

4. The appraisal period

The appraisal period will run for 12 months beginning on the first day of November. Appraisal meetings will be held during the autumn term.

Teachers who are employed on a fixed-term contract of less than 1 year will have their performance managed in accordance with the principles underpinning this policy. The length of their appraisal period will be determined by the duration of their contract, and an individual teacher's objectives will take account of the length of their contract

There is flexibility for a teacher to have a longer or shorter appraisal period when:

- They begin or end their employment during the appraisal period

Teachers should receive a written appraisal report as soon as practicable following the end of each appraisal period, by 31 October and will have an opportunity to comment on it.

The Executive Headteacher and Headteachers should receive a written appraisal report as soon as practicable following the end of each appraisal period, by 31 December, and will have an opportunity to comment on it.

In addition to the annual appraisal cycle, line managers will:

- Review and address teachers' performance on a regular basis in bi-annual meetings with the teacher
- Maintain regular (termly) growth-focused check-ins to support ongoing professional development and wellbeing

5. Appointing Appraisers

5.1 Headteacher appraisal

The Executive Headteacher will conduct the headteacher's appraisal meeting.

To support headteacher appraisal, trustees may appoint an external adviser with relevant skills and experience. The adviser may be an external consultant.

5.2 Teacher appraisals

The Headteacher and Deputy Headteacher will appraise teachers.

All appraisers will be provided with appropriate training.

6. Setting objectives

Teachers' objectives will be set before, or as soon as practicable after, the start of the appraisal period.

The teacher and appraiser will aim to agree on the objectives together, but if this is not possible, the appraiser will determine the objectives. The teacher can record their disagreement on the appraisal statement and this will be taken into account at the appraisal review.

The Headteacher's objectives will be set by the Executive Headteacher. Academies, including free schools, are not required to appoint an external adviser for Head of School appraisal.

At the start of each appraisal period, or as soon as practicable after, appraisers will:

- Inform teachers of the standards that their performance will be assessed against (read more about the standards in section 7 below)
- Set out what evidence will be used when making judgements about a teacher's performance (read more about how we review evidence in section 8 below)

Objectives will:

- Contribute to school improvement plans, giving priority to activities that build teacher expertise and positively impact pupil outcomes. To ensure this happens, The Executive Headteacher will quality assure all objectives against the School Improvement Plan / Trust Development Plan.
- Be specific, measurable, achievable, realistic and time-bound (SMART)
- Be appropriate to the teacher's role and career experience
- Be proportionate and take into consideration the work-life balance of the teacher

Have a strong focus on effective professional development to make sure the teacher stays up to date with the latest methodologies, technologies and educational research

Numerical targets will not be set if it is beyond the teacher's control to achieve them. If they are set, they will be taken into consideration in conjunction with all other elements of the teacher's performance and professional development.

If a teacher's circumstances change, for example due to maternity or long-term or serious illness, we will revise their objectives to take into account any anticipated absence and allow the teacher to meet reduced and attainable targets.

7. 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

8. Reviewing performance (including observation protocol)

Appraisers will set out what they will take into account when making judgements as to whether teachers have met their objectives and relevant standards.

Evidence used in the performance management process will:

- Directly relate to the objectives and be agreed upon in advance
- Be readily available from day-to-day practice

This might but does not have to include:

- Improvements in specific element of practice such as behaviour management, development of pedagogy or providing feedback
- Impact on effectiveness of teachers or other staff
- Wider contributions to the work of our school
- Active participation in professional learning and the positive impact on the teacher's practice

Types of evidence we will consider, in conjunction with pupil outcomes, include:

- Quality of CPD courses completed
- Peer observations
- Contributions to staff training or mentoring
- Formal and informal lesson observations
- Observations and results from wider school activities, if applicable
- Performance of their pupils
- Reviews of planning and assessment
- Parent and pupil voice, if applicable

8.1 Observation protocol

We believe that observations are an important way to monitor the impact of CPD. They can also help to identify how we can best support teachers , and identify areas of good practice that can be shared across the Trust.

There will be both formal and 'informal "learning walk" 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
- Be reported accurately and fairly
- Be reasonable and proportionate
- Be focused on development
- Be followed by constructive feedback
- Remain confidential to those who need to know details as part of their jobs

8.2 Learning Walks

Learning Walks will be informal visits to gauge CPD application and understand teachers' learning needs and to establish effective ways of working across the school.

They will usually be conducted by members of the SMT.

We will inform all staff when Learning Walks are happening. They will be short visits , 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, those observing, will provide verbal feedback the following day.

8.3 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, Early Career Teachers (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 one formal observation over the year. Generally, verbal feedback will be given by the following day. We will aim to provide this on the same day wherever possible.

We will use all reasonable endeavours to provide written feedback within 7 working days.

8.4 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 poor performance)
- The teacher is subject to formal capability proceedings

The above protocols will still apply to these additional observations.

9. Annual assessment and appraisal meeting

The appraisal meeting is the end point of the annual appraisal process and will take place in the autumn term. In this meeting, the appraiser will:

- Review the relevant evidence
- Assess performance in the appraisal period against the relevant standards and objectives

If necessary, discuss any difficulties the teacher may be facing in achieving objectives and put a plan in place to address this (see section 11 for this) The appraiser and teacher will also:

- Have a reflective discussion about the teacher's CPD journey, progress, needs and career development/aspirations, and identify action that should be taken
- Discuss the teacher's workload, wellbeing, working hours and flexible working opportunities in a supportive manner

Appraisal meetings will take place within the teacher's normal working hours and will typically last for up to 1 hour.

10. Appraisal report

Teachers will be provided with a written report of their appraisal, completed by the person who conducted the appraisal. We will use all reasonable endeavours to complete this within 10 working days.

This 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, including details of the teacher's strengths
- An assessment of the teacher's training and development needs, and identify 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 progression
- Discussion around objectives for the next appraisal cycle

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

Teachers will sign the appraisal report to say they have seen it and agree with its content. Teachers can appeal to the Headteacher, and the Headteacher can appeal to the Executive Headteacher, if they disagree with the contents of the report and the pay recommendation it makes.

A template appraisal report can be found in appendix 1.

11. Concerns about a teacher's performance

If during the appraisal it becomes clear a teacher is having difficulties at any point during the appraisal period, they will be providing the teacher with informal support. This process will be supportive and will give the teacher and their line manager the opportunity to talk openly and honestly about the teacher's difficulties and the support they need to improve and refine their skills.

Teachers will not be placed in capability procedures (see section 11.4) without first undergoing this period of informal support, except in the most serious cases of persistent failures to meet job expectations and teaching standards, resulting in negative consequences on our pupils and school.

11.1 Informal support

Informal support will begin with a meeting between the teacher and their appraiser to:

- Inform the teacher that they will be receiving informal support due to concerns about their performance
- 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 the school will provide to help address those specific concerns and drive improvement
- Make clear how, and by when, the appraiser will review progress. Note that:
 - It may be appropriate to revise the teacher's objectives
 - It will be necessary to allow sufficient time for the teacher to improve their performance (see section 11.2 below) During the meeting, the appraiser will also explain the implications and process if no, or insufficient, improvement is made – e.g. the commencement of capability procedures.

11.2 Duration of support

The school will provide informal support for a minimum of 6 weeks to allow for an improvement in the teacher's performance.

The appraiser will decide on the duration support, taking into consideration the seriousness of the concerns, the teacher's specific circumstances, and the type of informal support provided.

The appraiser will meet the teacher regularly to assess progress and ensure the agreed support is being provided.

11.3 Review of progress

When informal support has been completed, the appraiser will meet the teacher to review progress. If the appraiser is satisfied that the teacher has made, or is making, sufficient improvement in their performance, the appraisal process will continue as normal, with any remaining issues continuing to be addressed through the normal appraisal process.

11.4 Transition to capability procedures

If a teacher demonstrates serious underperformance or has not responded to the informal support process, we will notify the teacher in writing that:

- › The appraisal system will no longer apply to them
- › Their performance will be managed under the trust capability policy and procedure
- › They will be invited to a formal capability meeting

We will also seek specialist advice from our HR provider at this stage, as appropriate.

We may also trigger disciplinary procedures in cases of misconduct or breach of professional standards. These are 2 separate procedures but, if appropriate to the circumstances, they can run concurrently.

See our disciplinary policy for more information.

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 Trustees.

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

13. Monitoring arrangements

The Trustees will monitor and review the effectiveness of the appraisal arrangements. The Executive Head will monitor objectives and assessments to ensure consistency.

This policy will be reviewed every 3 years.

The policy will be approved by Trustees.

14. Links with other policies

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

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

The **early career teacher (ECT) induction policy** sets out the appraisal and pay arrangements for ECTs.

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

15. Appraisal Timeline

DATE	ACTION
September / October	Appraisal meeting held to review the previous appraisal period Discuss and set objectives, inform teachers of the standards their performance will be assessed against

DATE	ACTION
31 October	Appraisal process is completed for teachers, deadline for appraisal reports to be sent Appraisal cycle begins
31 December	Appraisal process is completed for the Headteacher and Executive Headteacher, deadline for appraisal report to be sent
Spring 2 / Summer 1	Meetings held to review progress
Throughout the year	Drop-in observations and monitoring take place, coaching and mentoring is provided

16. Observation Cycle

Observation Cycle

DATE	ACTION
Autumn Term	Coaching and mentoring programme: all teachers observed by a member of the SMT
Spring Term	Paired observations
Summer Term	Formal observation

Appendix 1: Appraisal report template



Spa Education Trust Teacher Appraisal Template

Teacher:

1. Targets for Year

	<i>Standard</i>	<i>Actions</i>
1		
2		
3	Subject leadership only	

2. Progress against Teachers' Standards

<i>Standard</i>	<i>Met / Partly met / Not met</i>	<i>Examples / Comments / Actions</i>
1. Sets high expectations which inspire, motivate and challenge pupils		
2. Promote good progress and outcomes by pupils		
3. Demonstrate good subject and curriculum knowledge		
4. Plan and teach well-structured lessons		
5. Adapt teaching to respond to the strengths and needs of all pupils		
6. Make accurate and productive use of assessment		
7. Manage behaviour effectively to ensure a good and safe learning environment		

8. Fulfil wider professional responsibilities		
Part II. Personal and Professional Conduct		

3. a. Is the progress against the objectives and Teachers' Standards Satisfactory?
b. Progression on the Teachers Pay Scale (where applicable):

Targets for 2025/26

	<i>Standard</i>	<i>Actions</i>
1		
2		
3		

5. Development Needs

6. Wellbeing

7. Other comments / actions

Signed _____ (teacher) _____ (Head of School)

Date _____

2025 Appraisal Meeting – Assistant Headteacher

Appraisee:

Appraiser:

Date:

1. Progress against 2024/25 Targets

Target	Outcomes

2. Progress against Assistant Head Responsibilities

Teaching and learning

- *A teaching commitment of around 40% of lessons, including demonstration lessons and cover for absent teachers on occasion*
- *Maintain the quality of teaching and learning across the key stage*
- *Line manage teachers in a key stage and some additional staff*
- *Monitor and evaluate classroom practice in the key stage*
- *Provide support for colleagues in improving their classroom practice through coaching and mentoring*
- *Provide training for all staff where appropriate*
- *Lead a subject area (to be agreed) across the whole school*
- *Contribute to target setting; including statutory procedures and targets for individuals and groups*
- *Contribute to the development of a broad and rich curriculum which meets the needs of the range of pupils in the school*

Other

- *Contribute to the creation of a positive school ethos, in which every individual is treated with dignity and respect and the safety and welfare of children and young people is paramount*
- *Set high expectations for your own performance and that of others*
- *Engage in relevant professional development activity as necessary*

- *Work alongside the Deputy Head to secure improvement through Performance Management; take responsibility for the performance management of identified staff*
- *Support staff in understanding their own accountability, and develop approaches to its review and evaluation*
- *Contribute to policies and practices which promote equality of opportunity and tackle prejudice*
- *Attend occasional meetings during evening hours, as required*
- *As Assistant Head, you will be required to meet the general requirements of this post as specified in the School Teachers' Pay and Conditions Document. In addition, you will be required to fulfil any reasonable expectations from the Headteacher.*

<i>Leadership and Management Responsibilities</i>	<i>Encountered / Developing / Secure</i>	<i>Examples</i>
Support the Executive Headteacher, Head of School, Deputy Headteacher and Trustees in establishing a vision for the future of the school; demonstrating leadership and creativity and a clear focus on pupil achievement		
Participate fully in the school improvement planning process, taking account of the agreed priorities of the school and how these link with national and local initiatives		
Work to a high standard in implementing agreed policies, priorities and expectations, and in doing so set a good example to other colleagues		
Provide coaching and mentoring for the staff within the key stage		
Participate in the induction of new staff		
Promote a culture of team work, in which views of all members of the school community are valued and considered		
Contribute to the self-evaluation of the school		

Have the Targets been met?

Is the appraisee eligible to progress on the pay scale?

3. Other key achievements this year:
4. Support or development needs
5. Targets for 2025-26
6. Wellbeing and Other

Signed: _____ (Appraiser)

Signed: _____ (Appraisee)

Date: _____



2025 Appraisal Meeting – Deputy Headteacher

Appraisee:

Appraiser:

Date:

1. Progress against 2024/25 Targets

Target	Outcomes

Progress against Deputy Headteacher Responsibilities

Teaching and learning

- Oversight of key school performance data, to ensure priorities are appropriate and improvement in standards is promoted
- Contribute to target setting; including statutory procedures and targets for individuals and groups throughout the school
- Take a significant role in the implementation of the school's performance management policy
- Contribute to the development of a broad and rich curriculum which meets the needs of the range of pupils in the school
- Responsibility for the writing and implementation of an effective timetable which meets the needs of pupils within the statutory frameworks
- Provide training for staff on effective teaching and learning
- Monitor and evaluate classroom practice
- Provide support for colleagues in improving their classroom practice

Other

- Take a leading role in improving the involvement of parents, carers and community in the life of the school

- *Contribute to the creation of a positive school ethos, in which every individual is treated with dignity and respect and the safety and welfare of children and young people is paramount*
- *Play a key role in the induction of staff new to the school*
- *Set high expectations for your own performance and that of others*
- *Engage in relevant professional development activity as necessary*
- *Support the Trustees in meeting their responsibility to account for the performance of the school*
- *Work alongside the Head of School to secure improvement through Performance Management; take responsibility for the performance management of identified staff*
- *Support staff in understanding their own accountability*
- *Contribute to policies and practices which promote equality of opportunity and tackle prejudice*
- *Attend occasional meetings during evening hours, at weekends and in the school holidays, as required*
- *As Deputy Head, you will be required to meet the general requirements of this post as specified in the School Teachers' Pay and Conditions Document. In addition, you will be required to fulfil any reasonable expectations from the Head of School.*

<i>Leadership and Management Responsibility</i>	<i>Met / partly met / developing/ secure</i>	<i>Examples</i>
Support the Head of School and Trustees in establishing a vision for the future of the school; demonstrating inspirational leadership and creativity and a clear focus on pupil achievement		
Play a leading role in the school improvement planning process, taking account of the agreed priorities of the school and how these link with national and local initiatives		
Contribute to a regular review of the organisation of the school to ensure that the School Development Plan continues to impact positively on our students		
Work to a high standard in implementing agreed policies, priorities and expectations, and in doing so set a good example to other colleagues		
Promote a culture of team work, in which views of all members of the school community		

are valued and considered		
Contribute to the self-evaluation of the school		
Contribute to the planning process for the distribution of resources, to ensure they meet the school's identified priorities		
Support the Head of School and Trustees in establishing a vision for the future of the school; demonstrating inspirational leadership and creativity and a clear focus on pupil achievement		

Have the Targets been met?

Is the appraisee eligible to progress on the pay scale?

3. Other key achievements this year:
4. Support or development needs
5. Targets for 2025-26

6. Wellbeing and Other

Signed: _____ (Appraiser)

Signed: _____ (Appraisee)

Date: _____