



**Spa Education Trust**  
**Teacher Appraisal Policy: July 2024**

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**1. Aims**

This policy aims to:

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

The policy applies to all teaching staff employed by the school or local authority, except those on contracts of less than 1 term and those undergoing capability procedures.

**2. Legislation and guidance**

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

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

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.

#### **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](#).

Where relevant, we have added further detail regarding arrangements for Heads of Schools.

### **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.

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

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

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

It is intended that the Head of School and Executive Headteacher will have had their annual appraisal meeting and received their appraisal report by 31 December.

### **5. Setting objectives**

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

The Head of School'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.

Objectives will:

- Contribute to improving the education of pupils at the school and the implementation of any school improvement plans. 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 revised if circumstances change throughout the year

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

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

### **6. Standards**

Teachers will be assessed against the [Teachers' Standards](#). The Head of School, and other school leaders where relevant, will also be assessed against the Headteacher Standards and the relevant Job Description.

### **7. Reviewing performance (including observation protocol)**

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

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

### **7.1 Observation protocol**

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

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

All observations will:

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

### **7.2 Teacher Development and Coaching and Mentoring**

The appraisal process is underpinned by our teacher development programme and the coaching and mentoring from SMT. SMT members visit all classes regularly to support staff and pupils. SMT also complete regular learning walks to ensure school improvement. These are not part of the formal appraisal process. Feedback will be provided using Learning Walk templates or through coaching and mentoring discussions.

### **7.3 Formal observations**

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

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

For example, 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 the following day.

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

### **7.4 Additional observations**

Additional formal observations will take place if:

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

The above protocols will still apply to these additional observations.

## **8. Annual assessment**

Performance will be reviewed and addressed on a regular basis through coaching and mentoring from AHTs and twice yearly meetings with the Head of School / Deputy Head.

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
- Assess performance in the appraisal period against objectives
- Discuss the teacher's professional development needs and identify action that should be taken
- Discuss the teacher's wellbeing, career aspirations and any difficulties they may be facing
- If necessary, discuss underperformance and put a plan in place to address it. If a teacher continues to demonstrate serious underperformance and does not respond to support provided, they will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the capability procedure, and they will be invited to a formal capability meeting. Refer to our capability policy for more information

## **9. Conducting annual appraisal meetings**

The Head of School's appraisal meeting will be conducted by the Executive Headteacher.

To support the Executive Headteacher's appraisal, the trustees will appoint an external adviser with relevant skills and experience. The adviser may be from the local authority or a neighbouring local authority, or be an external consultant. Academies, including free schools, are not required to appoint an external adviser for Head of School appraisals. The Trustees will typically delegate the Head of School's appraisal to the Executive Headteacher.

The Head of School will decide who will appraise teachers. Unless there is a good reason not to, this will normally be the Head and Deputy.

All appraisers will be provided with appropriate training.

Appraisal meetings will take place within the teacher's normal working hours and will typically last no longer than an hour.

## **10. Appraisal report**

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

This will include:

- An assessment of the teacher's performance against their objectives and the relevant standards
- An assessment of the teacher's training and development needs, and the action that should be taken to address them
- A wellbeing review
- Where relevant, a recommendation on pay progression

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 Head of School, and the Head of School 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 it becomes clear a teacher is having difficulties at any point during the appraisal period, they will be provided with additional support.

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

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

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

## 12. Confidentiality

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

Appraisal information will be anonymised when information is reported to the 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 **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
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 Head of School and Executive Headteacher, deadline for appraisal report to be sent
Spring 2 / Summer 1	Meetings held to review progress

DATE	ACTION
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	<b>Subject leadership only</b>	

### 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		
<b>Part II. Personal and Professional Conduct</b>		

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

**4. Targets for 2023/24**

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

**5. Development Needs**

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**6. Wellbeing**

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**7. Other comments / actions**

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Signed \_\_\_\_\_ (teacher) \_\_\_\_\_ (Head of School)

Date \_\_\_\_\_



## 2023 Appraisal Meeting – Assistant Headteacher

Appraisee:

Appraiser:

Date:

### 1. Progress against 2022/23 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*

July 2024

Review Date: July 2027

- 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		

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Have the Targets been met?

Is the appraisee eligible to progress on the pay scale?

<b>3. Other key achievements this year:</b>
<b>4. Support or development needs</b>
<b>5. Targets for 2023-24</b>
<b>6. Wellbeing and Other</b>

Signed: \_\_\_\_\_ (Appraiser)

Signed: \_\_\_\_\_ (Appraisee)

Date: \_\_\_\_\_



### 2023 Appraisal Meeting – Deputy Headteacher

Appraisee:

Appraiser:

Date:

#### 1. Progress against 2022/23 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		

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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?

<b>3. Other key achievements this year:</b>
<b>4. Support or development needs</b>
<b>5. Targets for 2023-24</b>
<b>6. Wellbeing and Other</b>

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Signed: \_\_\_\_\_(Appraiser)

Signed: \_\_\_\_\_(Appraisee)

Date: \_\_\_\_\_