



Spa Education Trust
Teacher Appraisal Policy: September 2023

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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.

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

4. The appraisal period

The appraisal period will run for 12 months beginning on the first day of November. Appraisals 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 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 governing board, in consultation with the external adviser. Academies, including free schools, are not required to appoint an external adviser for Head of School appraisal, except where the terms and conditions of the Head of School's contract specifically incorporate The Education (School Teachers' Appraisal) (England) Regulations 2012, which require the appointment of an external adviser.

Objectives will:

- Contribute to improving the education of pupils at the school and the implementation of any school improvement plans. To ensure this happens, Steph Lea will quality assure all objectives against the school improvement 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 [Head of Schools' Standards](#).

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 marking
- 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.

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
- › 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 Trustees. To support the Head of School 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 appraisal, except where the terms and conditions of the Head of School's contract specifically incorporate The Education (School Teachers' Appraisal) (England) Regulations 2012, which require the appointment of an external adviser.

The governing board will typically delegate the Head of School's appraisal to the Executive Headteacher, a trustee and the external adviser. This will not include any staff trustees.

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 governing board, 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 governing board.

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

13. Monitoring arrangements

The governing board 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, 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):

4. Targets for 2023/24

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

5. Development Needs

6. Wellbeing

7. Other comments / actions

Signed _____ (teacher) _____ (Executive Headteacher)

Date _____



Appraisal Meeting

Appraisee:

Appraiser:

Date:

1. Progress against 2022/23 Targets

Target	Outcomes

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. Promotes good progress and outcomes by pupils		
3. Demonstrates good subject and curriculum knowledge		
4. Plans and teaches well-structured lessons		

5. Adapts teaching to respond to the strengths and needs of all pupils		
6. Makes accurate and productive use of assessment		
7. Manages behaviour effectively to ensure a good and safe learning environment		
8. Fulfils wider professional responsibilities		

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 2023-24
6. Wellbeing and Other

