

# **ROYAL BOROUGH OF WINDSOR AND MAIDENHEAD**

## **MODEL APPRAISAL POLICY AND PROCEDURE - TEACHERS**

### **Covers:**

- **Application**
- **Objectives**
- **Reviewing performance**
- **Development and support**
- **Feedback**

# ROYAL BOROUGH OF WINDSOR AND MAIDENHEAD

## MODEL APPRAISAL POLICY

### Introduction

Appraisal arrangements for schools are set out in the Education (School Teachers' Appraisal) (England) Regulations 2012 (the Appraisal Regulations).

The Appraisal Regulations set out the principles that apply to teachers in all maintained schools and unattached teachers employed by a local authority, in every case where they are employed for one term or more. These regulations do not apply to any teacher undergoing an induction period or are subject to capability. It is also good practice for academies to follow the appraisal regulations, although they are not legally required to do so. Maintained schools and local authorities must stay within the legal framework set out in the Appraisal Regulations, and schools (including academies) must adhere to any other relevant legislation that affects all employers (for example legislation on equality, employment protection and data protection).

The appraisals process should 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. It should 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. Reducing unnecessary workload should be at the forefront of any considerations around implementing appraisal processes.

Where there are concerns about aspects of the teacher's work performance, at any point throughout the appraisal process, teachers should receive informal focused support. In most cases this should be separate and come before any capability procedures are considered. This might include mentoring, training, or resources to address specific needs.

Teachers and school leaders should normally only enter capability procedures when there is unsatisfactory progress made with their work performance that the appraisal process, including the informal support mechanisms have been unable to address. See separate guidance on capability procedures.

Schools and local authorities must have an appraisal policy for teachers and a policy, covering all staff, which deals with lack of capability. This model policy applies only to qualified teachers, including school leaders, except teachers on contracts of less than one term, teachers undergoing induction (i.e. ECTs) and/or teachers subject to capability procedures. It has been written in the context of schools, but the same principles apply to unattached teachers. It is good practice for schools to consult staff or their representatives on their appraisal and capability policies.

The appraisal model policy should be used as a reference point by schools and others as they review their policies to reflect the Appraisal Regulations. It is important that the appraisal is managed in a way that avoids increased workloads for all parties

concerned, for example, reviewing the number and frequency of meetings and observations, and ensuring the process for collecting evidence is always proportionate.

This policy will be subject to a workload and equality impact assessment to ensure that it does not add to the workload of any staff involved and to determine whether the policy or practice disadvantages staff with certain protected characteristics more than others and, if so, whether and/or how the disadvantage may be mitigated.

## The appraisal cycle

The below sets out the key elements that should be adhered to during the appraisal process, which spans the academic year. In addition to these key elements, teachers will benefit from regular and ongoing dialogue with their line manager throughout the appraisal cycle to support their development, performance and wellbeing. The model policy provided later in this document elaborates on the specific areas that your policy should address.

- **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.
- **Spring and Summer term**  
Performance is reviewed against objectives and standards as set out in the school's appraisal policy (such as through lesson visits and ongoing professional dialogue between the relevant parties and mid-year reviews).  
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.
- **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.

The appraisals process should be intrinsically supportive and developmental, conducted within a school culture that values openness and fairness. 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.

The appraisal period will run for twelve months, normally from 1 September to 31st August.

Teachers who are employed on a fixed term contract of less than one year will have their performance managed in accordance with the principles of this policy. The length of the period will be determined by the duration of their contract.

Where a teacher starts their employment at the school part-way through a cycle, the head teacher, or the governing body (if the head teacher is being appraised) shall determine the length of the first cycle for that teacher, with a view to bringing their cycle in line with the cycle for the other teachers as soon as possible.

Where a teacher transfers to a new post within the school part-way through a cycle, the headteacher/Governing Body will determine whether the cycle shall begin again and/or whether to change the appraiser.

## Advice on the main roles and responsibilities in appraisal

School leaders, governing bodies and teachers all have a role to minimise burdens on their staff, including in relation to paperwork and evidence collection.

<p><b>School leaders</b></p>	<ul style="list-style-type: none"> <li>• Review, develop and streamline appraisal policy, consulting staff and union representatives as appropriate.</li> <li>• Submit the policy to the governing body for approval.</li> <li>• Ensure that all teachers are made aware of the policy and that they have the knowledge and skills to apply procedures fairly and effectively.</li> <li>• Ensure that teachers are appraised in accordance with the school's appraisal policy and the relevant regulations.</li> <li>• Moderate appraisal outcomes.</li> <li>• Keep records of the decisions and recommendations in order to demonstrate that all judgements have been made objectively, and in compliance with the school's policy and equalities legislation.</li> <li>• Ensure that teachers are notified in writing of any recommendations made and decisions reached.</li> <li>• Ensure appraisers received suitable training and development to undertake this role.</li> <li>• Ensure that appraisers alongside appraisees identify relevant sources of evidence, at the point of objective setting, including those that will routinely be gathered as part of normal school activity, including monitoring the quality of provision.</li> </ul>
<p><b>Governing body</b></p>	<ul style="list-style-type: none"> <li>• Review, streamline, consider and adopt appraisal policies.</li> <li>• Ensure robust appraisal policy is in place which has been workload impact assessed, to minimise impact on teacher and school leader workload.</li> <li>• Agree the extent to which specific functions relating to the appraisal process will be delegated to others, such as the school leader.</li> <li>• Monitor the outcome of appraisal decisions and check that processes operate fairly.</li> <li>• Be responsible for ensuring appeals are managed in line with the school appraisal policy.</li> <li>• Ensure eligible governors receive relevant training on the appraisal process.</li> </ul>
<p><b>Teachers</b></p>	<ul style="list-style-type: none"> <li>• Participate in arrangements for their own appraisal in line with their school's appraisal policy and ensure that they understand their responsibilities and the arrangements within their school.</li> <li>• Keep records of their objectives and identify evidence as part of review throughout the appraisal process.</li> <li>• Where applicable, appraise the performance of other teachers (as delegated by the school leader, and in accordance with the provisions of the School Teachers' Pay and Conditions Document (STPCD) on the</li> </ul>

	payment of Teaching and Learning Responsibility payments (TLRs) for such duties that are allocated to teachers not part of the leadership group). In addition, full training to carry out this task will be provided, and it is expected that the teacher participates fully in the training.
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## Reducing workload throughout the appraisal process

According to the School Teachers' Pay and Conditions Document under Work/life balance, "Governing bodies and headteachers, in carrying out their duties, must have regard to the need for the headteacher and teachers at the school to be able to achieve a satisfactory balance between the time required to discharge their professional duties... and the time required to pursue their personal interests outside work. In having regard to this, governance bodies and headteachers should ensure that they adhere to the working limits set out in the Working Time Regulations 1998(20)."

A fundamental principle that schools should take into account when developing, implementing and reviewing pay and appraisal policies is the need to minimise the impact on workload for individual teachers, line managers and school leaders. Schools could consider using the workload reduction toolkit. Schools should always seek to approve policies and processes that avoid unnecessary bureaucracy for all parties concerned; for example, reviewing the process for collecting evidence for appraisal purposes. Policies and processes should be proportionate and use evidence in appraisal decisions that is readily available from day-to-day practice in school. It should not be necessary for staff to collate large portfolios of evidence for appraisal purposes. Schools should consider the benefits of using online or electronic performance management solutions to help provide a streamlined approach which can not only reduce workload and save time for leaders and teachers, but can also assist with identifying and targeting CPD needs, empowering staff to take control of their professional growth and allowing leaders to track impact on school priorities. Schools should ensure that all teachers are treated fairly, including those teachers who have different working patterns or those with particular protected characteristics under the Equality Act 2010. Teacher objectives should be aspirational yet achievable, and based on success criteria which are in their control.

Governing bodies and school leaders also have a duty of care to protect the health, safety and welfare of their staff under the Health and Safety at Work Act 1974, and should ensure staff wellbeing is routinely considered in setting appraisal objectives and making pay decisions.

## Professional development

The quality of teaching is the single most important in-school factor for improving pupil outcomes – and it is particularly important for pupils from disadvantaged backgrounds. Effective professional development is an integral part of ensuring high-quality teaching that enables teachers to manage teaching and learning effectively. Schools should consider how they establish strong professional development cultures which elevate the quality of teaching and ultimately improve pupil outcomes. Professional development should form a key component of teacher objectives, ensuring their professional practice remains up to date with the latest methodologies, technologies, and educational research.

Professional development is a shared responsibility between the individual teacher and their school. It is good practice for staff and leaders to consider the personal

development needs of teachers alongside school improvement needs. The removal of the requirement for performance related pay is to allow schools to have a greater opportunity to focus on professional development in objectives and appraisals.

Schools should identify sufficient resources and support to meet teachers' and the school's professional development needs. When they do so, teachers have a responsibility to be proactive in identifying their own needs and utilising all resources and opportunities open to them to meet them (such as collaborating, observing and making use of research). Schools should consider how a teacher is supported to implement learning in their school, and how professional development opportunities taken build on and complement each-other.

As part of facilitating high-quality professional development for teachers and school leaders, schools should consider how National Professional Qualifications (NPQs) can support an individual and school's development needs. NPQs are part of a wider set of teacher development reforms, running from Initial Teacher Training (ITT) through to school leadership, which root teacher and school leader development in the best available evidence. NPQs provide training and support for education professionals at all levels, from those who want to develop expertise in specialist areas of teaching practice to those leading multiple schools across trusts.

## **Informal support**

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. It should be made clear to the teacher that they are receiving informal support due to performance concerns. At the heart of informal support should be the principle that all teachers are expected to achieve satisfactory performance if the support offered is followed. It should be a supportive process, where the facility to talk openly and honestly is central to the process, for both the individual teacher and their line manager. The teacher may only require focused informal support in a particular area that is aligned with their professional development needs.

This support should have clear, achievable objectives and timelines. 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, working pattern, well-being support needs, or disabilities protected by equality legislation. The line manager/appraiser is responsible for providing specific feedback, with examples of where standards have not been met, and identifying the appropriate support to help the teacher improve. There should be a clear relationship between the issue, the objectives set, and the planned programme of support put in place. The consequences of not meeting the required improvements should be communicated to the teacher and confirmed in writing.

Informal support should be provided for a reasonable period (for example a minimum of 6 weeks) to allow for performance improvement. However, the duration should be determined based on the specific circumstances, with appropriate support in place to facilitate improvement. The line manager should meet with the teacher regularly to assess progress and ensure the agreed-upon support is being provided.

When progress is reviewed after the defined 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. If the teacher has not made sufficient improvement, then they should be moved into capability procedures.

In the model policy:

**Text in bold** indicates statutory requirements contained in the Appraisal Regulations or the School Staffing Regulations.

*Text in italics* does not form part of the policy itself, but acts as additional advice for schools.

Text in red requires action or a decision by the school

# Model policy for appraising teacher performance

The Governing Body of Trinity St Stephen Church of England First School adopted this policy on 28 January 2025

It will be reviewed in 3 years.

## 1. Purpose

1.1 This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including school leaders, and for supporting their development within the context of the school's plan for improving educational provision and performance and the standards expected of teachers. Where teachers fall below the levels of competence that are expected of them, there is a reference to capability proceedings which would be invoked.

It should be read in conjunction with the school's Pay Policy for teachers.

## 2. Application of the policy

**2.1 The Appraisal Policy applies to all teachers and school leaders employed by the Trinity St Stephen Church of England First School except those on contracts of less than one term, those undergoing induction (i.e. ECTs) and those who are subject to capability procedures.**

2.2 The policy should always be applied in a way that is robust whilst minimising the impact on workload for teachers, line managers, school leaders and Governing Bodies.

## 3. Appraisal

3.1 Appraisal in this school will be a supportive and developmental process designed to ensure that all teachers, including the school leaders, have or fully develop the skills and access to support they need to carry out their role effectively. It will help to ensure that teachers are able to continue to improve their professional practice and to develop as teachers.

### 3.2 The appraisal period

**3.2.1 The appraisal period will run for twelve months from September to September**

3.2.2 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 contract.**

*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.*



### 3.3 Appointing appraisers

**3.3.1 The headteacher will be appraised by the Appointed Governors, supported by a suitably skilled and/or experienced external adviser who has been appointed by the Governing Body for that purpose.** *Examples of an external adviser could include: The School Improvement Partners, Local Authority Senior Advisers, External Educational Consultants*

3.3.2 In this school the task of appraising the school leader, including the setting of objectives, will be delegated to a sub-group consisting of two members of the Governing Body (the Appointed Governors). The external adviser will be present at the annual performance management meetings, if applicable.

3.3.3 The school leader will decide who will appraise other teachers.

3.3.4 Where teachers have an objection to the headteacher's choice, their concerns will be carefully considered and, where possible, an alternative appraiser will be offered. All appraisers appointed by the headteacher will be qualified teachers and will have current or recent teaching experience.

3.3.5 The designated appraiser should normally have line management responsibilities for the teacher they are reviewing and conduct all aspects of the review, including recommendation of the suspension of appraisal and the implementation of the capability procedure if necessary.

3.3.6 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.

3.3.7 Where a teacher is experiencing difficulties and/or requires additional support and the headteacher is not their appraiser, the headteacher may then undertake the role of appraiser.

## 4. Setting objectives

**4.1 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 school leader and objectives will reflect this.

4.2 This school will use the National Standards for Schools Leaders to assess the headteacher.

*Teachers' Standards may be applied to Headteachers as well as to all other teachers. However, on the grounds that only a proportion of Headteachers spend part of their scheduled week teaching, governing bodies should exercise particularly careful judgement when assessing Headteachers against the Teachers' Standards. Support from the External Adviser will be valuable in this respect.*

**4.3 Objectives for every teacher will be set before, or as soon as practicable after, the start of each appraisal period.** The school leader has a duty to have regard to the work-life balance of the teacher and objectives will reflect this. The objectives

set for every teacher, will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the teacher's role and level of experience. Objectives and appraisal discussions will not be based on teacher generated data and predictions, or solely on the assessment data for a single group of pupils. The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change, such as but not limited to a teacher going on maternity leave, or undergoing surgery/medical treatment, to take account of the anticipated absence and to allow the teacher to meet reduced and attainable targets.

*The setting and agreement of objectives is fundamentally important to the effective operation of a performance management system that aims to link individual performance to pay progression.*

*The job description can be a particularly useful place to begin the process of identifying relevant objectives for each individual job holder. However, the job description is just one 'reference document' that can be helpful context to the process of setting and agreeing objectives. Other useful 'reference documents' may include the school improvement plan, the school's business plan, the Ofsted School Inspection Report and the Teachers' Standards. Schools may wish to list the sources it will use to set objectives.*

*In addition, it may be prudent to allow for some flexibility in the setting and agreement of objectives to enable objectives to be set and agreed around issues that are emerging for the school and that require some dedicated attention that is best articulated as one or as a set of objectives. On the grounds that emerging issues are unlikely to be known at the outset of an appraisal period, objectives may need to be adjusted throughout the appraisal period so that they remain relevant to the performance of the individual and to the priorities of the school. This is considered to be perfectly standard practice; the ideal outcome for all parties is that the overall weight of objectives is broadly or proportionately the same at the conclusion of any subsequent 'objectives' discussion.*

*Objectives should also be fair and equitable when judged across employees with similar roles and responsibilities.*

**4.4 The objectives set for every 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.** Objectives should also have a strong focus on effective professional development to ensure that teachers stay up to date with the latest methodologies, technologies, and educational research. This will be ensured by *quality assuring all objectives against the school improvement plan, recommendations from outside agencies, for example Ofsted or SIAMS and the continual professional development needs of the appraisee.*

**4.5 Before, or as soon as practicable after, the start of every 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.**

**For teachers who are qualified teachers by virtue of holding QTLS status, it is for the Governing Body or school leader to decide which standards are most appropriate.**

4.6 Teachers' performance is assessed against their objectives, and the relevant standards. The appraiser will need to set out what they will take into account when making judgements as to whether teachers have met their objectives and the relevant standards. Evidence used in the performance management process must relate directly to objectives and should be agreed in advance and be readily available from day-to-day practice. Numerical targets should not be set if it is beyond the teacher's control to achieve them.

This might but does not have to include:

- improvements in specific elements of practice, such as behaviour management, development of pedagogy or providing feedback.
- impact on effectiveness of teachers or other staff.
- wider contribution to the work of the school.

4.7 The content of the appraisal review statement will be drawn up in discussion between the appraiser and appraisee.

4.8 No more than three objectives will be set for any teacher; 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. The objectives set for each teacher are intended to contribute to the school's plans for improving its educational provision and performance, improve the education of its pupils, and consider the professional aspirations of the teacher. Pupil data targets and/or results will not be used to assess teachers' performance or influence appraisal outcomes.

4.9 The appraiser will consider individual circumstances, including any disability, when agreeing objectives. For example, this might include implementing a reasonable adjustment to give the appraisee more time to complete a task.

4.10 The Teachers' Standards will be used to inform the setting of the teacher's appraisal objectives and will not be used as a checklist against which the teacher's performance is assessed. Assessment against the Teachers' Standards will start from the premise that all teachers are meeting the Teachers' Standards unless clear and strong evidence is provided to the contrary.

4.11 An appraisee's/teacher's performance will not be influenced by Ofsted inspections/grading and/or any parental feedback. The appraisal review statement at the end of the cycle must be the only source of evidence teachers require to achieve appraisal objectives. No other evidence at the end of the cycle will be used within the appraisal process.

## **5. Reviewing performance**

5.1 The school will set out what evidence they will take into account when making judgements about a teachers' performance and whether they have met the relevant standards and their individual objectives. This evidence will be decided upon when the objectives are being set at the beginning of the appraisal process. This school believes

that a range of different methods should be utilised, in a supportive fashion, to assess teachers' performance. It is important to our school that methods of assessing teacher performance do not add to teacher workload. It includes but not limited to the following methods.

### **5.1.1 Observation**

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 observation will be carried out in a supportive fashion.

*Observation may be planned in advance with at least 5 days notice for an observation lasting longer than 30 minutes. Senior Leaders and subject leaders may also 'drop in' to lessons for 10 to 15 minutes without prior notice (see below).*

Feedback will be given verbally where a longer observation has occurred. This should be done at a mutually convenient time within two days of the observation, earlier if possible. This will be followed up by notes of the discussion sent within 5 days of the observation. For shorter drop ins, subject leaders or senior leaders may comment on specific points raised by the drop in or send general feedback on the teaching of the subject area to all teachers involved.

The effective and efficient operation of the appraisal process requires lesson observation to be a confidential process of constructive engagement within an atmosphere of support and co-operation. Accordingly, observations will be carried out in a supportive fashion, with professionalism, integrity, and courtesy. They will be evaluated objectively, reported accurately and fairly, and will take account of circumstances which may affect performance on the day. Classroom observation will be carried out by qualified teachers.

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. Classroom observation will be carried out by those with QTS and appropriately experienced. In addition to formal observation, headteachers or other leaders with responsibility for teaching standards may "drop in" in order to evaluate the standards of teaching and to check that high standards of professional performance are established, consistent and maintained. The length and frequency of "drop in" observations will vary depending on specific circumstances

Teachers (including the school leader) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed (for example: leading training, leading/chairing meetings).

### **5.1.2 Other evidence and assessment**

An appraisee's/teacher's performance will not be influenced by Ofsted inspections/grading and/or any parental feedback.

The Teachers' Standards will be used to inform the setting of the teacher's appraisal objectives and will not be used as a checklist against which the teacher's performance is assessed. Assessment against the Teachers' Standards will start from the premise that all teachers are meeting the Teachers' Standards unless clear and strong evidence is provided to the contrary.

The appraisal review statement at the end of the cycle must be the only source of evidence teachers require to achieve appraisal objectives. No other evidence at the end of the cycle will be used within the appraisal process.

## **5.2 Reviewing Performance**

5.2.1 At the end of the cycle, assessment of performance will be on the basis agreed at the beginning of the cycle.

In determining an appraisal, the governing body or headteacher will:  
assess the performance in the appraisal period  
assess against the relevant 'Standards',  
assess performance against the agreed objectives  
*assess performance against the career stage expectations/ or other criteria as defined in the Pay Policy*  
identify the professional development needs  
identify any action that should be taken  
include a recommendation relating to pay.

*It will be for individual schools to establish their own arrangements for determining the overall evaluation and rating of individual performance. Many schools may wish to continue to use their existing arrangements for evaluating and rating individual performance, applying the Teachers' Standards where appropriate. In their School Inspection Handbook, Ofsted also provide some useful 'grade descriptors' that schools may find helpful in determining the overall assessment of teachers' performance. This needs to link to the criteria for pay progression set out in the school's pay policy.*

5.2.2 The overall assessment of performance and its subsequent performance rating for individual members of staff will be subject to a process of moderation, arrangements for which will be put in place by the headteacher with the approval of the Governing Body.

## **6. Development and support (CPD)**

6.1 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.

6.2 The school aims to ensure all employees have the resources and appropriate levels of autonomy and support they need to undertake their responsibilities.

At the start of each academic year, employees will be encouraged to consider, with their line managers, the professional and personal development they require to undertake their role and discuss the contribution they will make to support the school's improvement/development plan.

The school's CPD programme will be informed by the training and development needs identified as part of the appraisal process and will include unconscious bias training for appraisers. The Governing Body will ensure in the budget planning that, as far as possible, resources are made available in the school budget for appropriate training, and support agreed for appraisees, maintaining access on an equitable basis.

An account of the training and development needs of teachers including the instances where it did not prove possible to provide any agreed CPD, will form a part of the head teacher's annual report to the Governing Body about the operation of the appraisal process in the school.

Regarding the provision of CPD in the case of competing demands on the school budget, a decision on relative priority will be taken with regard to the extent to which:

- a) the training and support will help the school to achieve its priorities; and
- b) the CPD identified is essential for an appraisee to meet their objectives.

Account will be taken in a review meeting of where it has not been possible for teachers to fully meet their performance criteria because the support recorded in the planning statement has not been provided.

## **7. Feedback and Informal Support**

7.1 Teachers, including the school leaders, 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 require further development.

From time to time, a teacher may experience performance issues at work for a variety of reasons. If this happens, the aim should be to identify the root cause and provide them with appropriate training, support, and development opportunities through the appraisal process to help improve the teacher's performance and resolve the issues.

Where it is apparent that a teacher's personal circumstances are leading to difficulties at school, support will be offered as soon as possible, without waiting for the formal annual assessment.

7.2 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 clear and specific feedback to the teacher about the nature and seriousness of the concerns.
- provide the teachers/ 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 programme of additional support will be provided for (a minimum of 6 weeks however, if performance improves and the issue is resolved before then, the appraisal process should then continue as normal.)*);
- explain the implications and process if no – or insufficient – improvement is made. E.g. commencement of capability procedure.

7.3 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.

7.4 Informal support should be provided for a reasonable period to allow for performance improvement (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.

Teachers will be given at least five working days' notice of the meeting to discuss additional support and be entitled to be accompanied by a trade union representative or workplace colleague. Teachers will be informed of the nature of the concerns prior to the meeting. A written note of the meeting including concerns discussed and agreed actions will be shared with the teacher within five working days of the meeting taking place.

During this monitoring period of additional support, the teacher will be given regular feedback on progress and arrangements will be made to modify the support programme if appropriate.

If insufficient improvement has been made over this period, the teacher will be invited to a transition meeting to determine whether formal capability proceedings need to be commenced or the appraisal process remains in place. The teacher may be assisted by a trade union representative or work colleague and will have at least five working days' notice of the meeting.

7.5 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.

## **8. Transition to capability**

8.1 From time to time, a teacher may experience performance issues at work for a variety of reasons. If this happens, the aim should be to identify the root cause and provide them with appropriate training, support, and development opportunities through the appraisal process to help improve the teacher's performance and resolve the issues.

8.2 Where it is apparent that a teacher's personal circumstances are leading to difficulties at school, support will be offered as soon as possible, without waiting for the formal annual assessment.

8.3 If an appraiser identifies through the appraisal process, that the teacher is experiencing difficulties which require additional support, the appraiser will meet the teacher to:

- give clear feedback on the issue and seek to establish its causes;
- discuss how the school can help to resolve the issue;
- give the teacher the opportunity to comment on and discuss the concerns;
- mutually agree a programme of support which could include, 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 (NB: the programme of additional support will be provided for a minimum of 6 weeks, however, if performance improves and the issue is resolved before then, the appraisal process should then continue as normal);
- agree how progress will be monitored; and
- explain the implications if insufficient improvement is made.

8.4 Teachers will be given at least five working days' notice of the meeting to discuss additional support and be entitled to be accompanied by a trade union representative or workplace colleague. Teachers will be informed of the nature of the concerns prior to the meeting. A written note of the meeting including concerns discussed and agreed actions will be shared with the teacher within five working days of the meeting taking place.

8.5 During this monitoring period of additional support, the teacher will be given regular feedback on progress and arrangements will be made to modify the support programme if appropriate.

8.6 If insufficient improvement has been made over this period, the teacher will be invited to a transition meeting to determine whether formal capability proceedings need to be commenced or the appraisal process remains in place. The teacher may be assisted by a trade union representative or work colleague and will have at least five working days' notice of the meeting.

## **9. Annual assessment**

**9.1 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.**

9.2 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 in interim meetings which will take place (*e.g. once a term*).

**9.3 The teacher will receive as soon as practicable following the end of each appraisal period – and have the opportunity to comment on - an appraisal report** (*in practice the report could be produced using online performance management systems, which can help to reduce workload*).



**which will include an overall rating of performance and a pay recommendation in line with the school's Pay Policy.**

In this school, teachers will receive their written appraisal reports by 31 October (31 December for the headteacher).

**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 and identification of any action that should be taken to address them;**
- **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);*

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

9.5 The school will operate a 'no surprises' appraisal process - this includes holding an interim review meeting at midpoint in the appraisal cycle to discuss objectives that have been set, assess if a teacher is in danger of not meeting them and offer support where appropriate.

9.6 A teacher going on maternity leave will have an interim assessment of her objectives before she goes on leave.

## **10. Appeal**

10.1 For the arrangements for an appeal against the assessment and pay recommendation refer to the school's Pay Policy.

## **11. Retention**

11.1 The governing body and headteacher will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.

11.2 The final version of the appraisal documentation will be placed on the employee's file and a copy of their CPD made available to the school's CPD Coordinator. The sharing of such information is governed by the data protection principles under the Data Protection Act 1998.

## **12. Monitoring and review**

12.1 The Governing Body will review this policy on annually including consistency and fairness in the setting of objectives, individual assessments and pay recommendations. The policy will be reviewed as required, and staff and Trade Unions consulted on any proposed changes.

The school will monitor, review and report on the outcomes and impact of this policy on an annual basis and in line with the Equality Act 2010.

### **13. Pay progression**

13.1 Pay progression after an appraisal review will be automatic. Reviews should be deemed to be successful unless significant concerns about a teacher's performance have been raised in writing with the teacher during the annual appraisal cycle and have not been sufficiently addressed through support provided by the school by the conclusion of that process.

### **14. Directed time**

14.1 All appraisal meetings and activities will take place within a teacher's directed time, but not within a teacher's Planning, Preparation and Assessment (PPA) time.