Teacher Appraisal Policy

The Governing Body of Chetwynd Junior School School adopted this policy on July 14th 2025

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

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Warwickshire County Council

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Warwickshire County Council

1. Purpose

This Policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the headteacher, 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**.**

Appraisal in this school will be a supportive and developmental process designed to ensure that all teachers have the skills and 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.

The governing body is committed to ensuring consistency of treatment and fairness in appraising teacher performance and will abide by all relevant equality legislation.

This model policy will be read in conjunction with the accompanying guidance notes

2. Application

This Policy **applies to the headteacher and to all teachers employed by the school except:**

- **teachers on contracts of less than one term**
- **those undergoing statutory induction *(ECTs)* or**
- **those who are the subject of capability procedures.**

It should be read in conjunction with the School's Pay policy, which provides details of the arrangements relating to teacher's pay, the School Teachers' Pay and Conditions Document and the Education (School Teachers Appraisal (England)) Regulations 2012.

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.

This policy does not apply to non-teaching staff in schools. Where appropriate, separate appraisal procedures are in place.

3. The Appraisal Period

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

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.**

The LA recommend that all teachers will receive a written appraisal report by 31st December, unless the practicalities of the performance management process make this difficult to achieve, in which case it will be issued as soon as possible after this date.

Where a teacher begins or ends employment with the school during the appraisal period, a longer or shorter appraisal period may be applied, e.g., a two-term appraisal period for teachers who start with the school on 1st January.

4. Appointment of Appraisers

4.1. Headteacher:

The headteacher will be appraised by the governing body, supported by a suitably skilled and/or experienced **external adviser who has been appointed by the governing body for that purpose.**

The task of appraising the headteacher, including the setting of objectives and identifying the standards against which performance will be assessed, will be delegated to a sub-group consisting of normally three members of the governing body.

4.2. Teachers:

The headteacher will decide who will appraise other teachers. All appraisers will have qualified teacher status and relevant experience. 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.

Where a teacher has more than one line manager the headteacher will determine which line manager will be best placed to manage and appraise the teacher's performance.

Where it becomes apparent that the appraiser will be absent for most of the cycle or is unsuitable, the headteacher may perform the duties or delegate the appraiser's role to another teacher. Where this teacher is not the appraisee's line manager, the teacher will have an equivalent or higher status in the staffing structure as the teacher's line manager.

An appraisal period will not begin again in the event of the appraiser being changed.

All appraisers will be appropriately trained in appraisal procedures.

5. Quality Assurance

5.1. Headteacher Appraisal

The governing body will *nominate (up to three governors – state the number), who will be involved in the headteacher's appraisal or any appeal relating to it, to ensure that the headteacher's objectives are consistent with the school's improvement plans, contribute to improving the education of pupils and comply with the school's appraisal policy and the Regulations.*

5.2. Teachers' appraisal

The school operates a system of moderation to ensure that all appraisers are working to the same standards. Objectives will be moderated across the school to ensure that they are consistent between teachers with similar experience and levels of responsibility and meet the requirements stated in 7 (Setting Objectives).

Where the headteacher has delegated the role of appraiser, they will *moderate objectives to check that they:*

- *contribute to improving the education of pupils*
- *are consistent with the school's improvement plans*
- *comply with the school's appraisal policy, the regulations, and the requirements of equality legislation*
- *are written in such a way that measuring success can be done objectively*

The governing body will review the quality assurance processes when this policy is reviewed.

6. Support and Professional Development

Appraisal is a supportive process which will be used to inform continuing professional development (CPD). 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.

The school's CPD programme will be informed by the training and development needs identified in the appraisees' reports. The governing body will ensure in the budget planning that, as far as possible, appropriate resources are made available in the school budget for any professional development and support agreed for appraisees.

In the case of competing CPD demands on the school budget, a decision on relative priority will be taken about the extent to which: (a) the CPD identified is essential for an appraisee to meet their objectives; and (b) the training and support will help the school to achieve its priorities. The school's priorities will have precedence. Teachers should not be held accountable for failing to make good progress towards meeting their performance criteria where appropriate support has not been provided.

An account of the training and development needs of teachers in general, including the instances where it did not prove possible to provide any agreed CPD, will form a part of the headteacher's annual report to the governing body about the operation of the appraisal arrangements in the school.

7. Setting Objectives

7.1 Job Descriptions

The Head teacher will ensure that each member of staff is provided with a job description in accordance with the staffing structure agreed by the governing body. Job descriptions may be reviewed from time to time, in consultation with the individual employee concerned, in order to make reasonable changes in the light of the changing needs of the school. Job descriptions will identify key areas of responsibility. All job descriptions will be reviewed annually as part of the appraisal process.

7.2 Setting Objectives

The headteacher's objectives will be set by the governing body after consultation with the external adviser.

Objectives for each teacher will be set before, or as soon as practicable, after the start of each appraisal period.

The objectives set for each teacher will be clearly defined and will be:

- Specific, Measurable, Achievable, Realistic and Time-bound
- appropriate to the teacher's role and level of experience.
- fair and equitable in relation to teachers with similar roles/responsibilities and experience
- consistent with the school's strategy for achieving a work/life balance for all staff
- set against the teachers' standards and reflect the appraisee's professional aspirations
- aligned with the school's priorities and plans.

Appraisers and appraisees will be clear what success will look like and how progress will be measured.

The objectives set for each 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. This will be ensured by quality assuring all objectives against the school improvement plan as outlined above.

In this school, other than in exceptional circumstances, all teachers, including the headteacher, will have no more than three objectives.

Appraisees may append their comments alongside their objectives.

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, following consultation, if circumstances change.

7.3 Before, or as soon as practicable after, the start of each appraisal period, each teacher will be informed of the standards against which their performance in that appraisal period will be assessed.

Assessment against Teachers' Standards Teachers' performance will be assessed against the relevant teacher standards to a level that is consistent with what should reasonably be expected of a teacher in the relevant role and at the relevant stage of their career. School leaders and other appraisers should use their professional judgement when appraising teachers' performance. It is not necessary for schools to adopt rigid models that seek to set out exactly what the relevant standards mean for teachers at different stages in their careers and teachers should not be expected routinely to provide evidence that they meet all the standards.

The standards and objectives against which performance will be assessed will be detailed in the appraisal planning statement.

8. Reviewing Performance

8.1. Observation

This school believes that observation of classroom practice and other responsibilities is important both as a way of assessing teachers' performance to identify any strengths and areas for development they may have and of gaining useful information which can inform school improvement more generally and enabling teachers to learn from each other and collaborate. All observation will be carried out in a supportive fashion.

For the purpose of appraisal, teachers' performance will be observed on an appropriate and reasonable number of occasions and will be agreed by the appraiser with the appraisee according to the individual circumstances of the teacher and the overall needs of the school (see Classroom Observation section in guidance notes). The number and duration of appraisal observations will be in accordance with the school's observation protocol, which includes provision for exceptional circumstances where concerns have been raised about a teacher's performance, or where the teacher requests additional observation visits.

It will not be over-burdensome for the teacher or appraiser. Feedback will be given as soon as possible after any observation.

Classroom observation will be carried out by those with QTS/QTLS.

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 and maintained. (See Appendix 1 - Observation Protocol)

Teachers (including the headteacher) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

8.2. Other forms of monitoring

In addition to observation, other forms of monitoring and gathering information about performance may also be used, such as: learning walks, work sampling, analysing pupil progress data.

8.3. Feedback

Teachers will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has become known. Feedback will highlight areas of strength as well as any areas requiring development.

8.4. Evidence

The range and level of evidence collected for appraisal and pay determination purposes will always be proportionate and minimise workload.

9. Annual Assessment

Unless moving into the capability procedure before the end of the appraisal period, 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.**

Assessment against the Teachers' Standards will start from the premise that all teachers are meeting the Teachers' Standards and will be assessed as meeting these unless clear, compelling written evidence to the contrary is provided.

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 each term.

The teacher will receive as soon as practicable following the end of each appraisal period – and can comment in writing on – **a written appraisal report**. *(In this school this includes the use of online performance management systems.*) In this school, teachers will receive a written appraisal reports by 31st December.

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 31st December for all teachers)
- space for the teacher's own comments
- **Schools to add any additional requirements for their appraisal reports.**

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

10. Managing Performance (Please also refer to School Capability Policy)

10.1. Teachers experiencing difficulties

Where, during the appraisal period, there are concerns about any aspects of the teacher's performance, support and guidance will be provided with the aim that the teacher's performance improves and the need to move into formal capability procedures is avoided. Where there are concerns about a teacher's performance (through the appraisal process or via other sources of information), the appraiser will arrange a meeting with the teacher to:

- give clear 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 for required improvement
- agree any appropriate support (e.g., coaching, mentoring, in-class support, structured observations, visits to other classes or schools, discussions with advisory teachers) that will be provided to help address those specific concerns
- make clear how, and by when, the appraiser will review progress
- review objectives and allow sufficient time for improvement (the amount of time is up to the school but should reflect the seriousness of the concerns)
- explain the implications and process if no, or insufficient, improvement is made, e.g., impact on pay progression and potential move to formal capability.

The above will be confirmed in writing to the teacher (with a copy to the headteacher) within five working days of the meeting. Where it is deemed helpful, the teacher may be accompanied by their trade union representative at this meeting and subsequent reviews.

The teacher's progress will continue to be monitored as part of the appraisal process and regular feedback on progress will be given. Arrangements will be made to modify the support programme, if appropriate.

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, however, the appraiser is not satisfied with the progress, the teacher will be informed that a recommendation of transition to capability will be made to the headteacher (detailed below).

10.2 Transition to Capability

If, during the appraisal period and following review of progress, no or insufficient improvement has been made, the appraiser will inform the teacher of this. Written confirmation will be provided within 5 working days, covering the concerns, action taken, review outcomes and recommendations. Where the appraiser is not the headteacher, a copy of the written confirmation will be sent to the headteacher (or chair of governors if the headteacher) for them to determine whether the capability procedure will commence. The headteacher (or chair of governors) will inform the teacher of the decision, in writing, within five working days of receipt of the recommendation.

Where the decision is to move to the formal capability procedure, the teacher will be notified in writing that the appraisal system will no longer apply, that their performance will be managed under the capability procedure and the teacher will be invited to a formal capability meeting.

The capability procedures will be conducted as outlined in the Capability Policy.

10.3 Pay Progression

Pay progression may be withheld where due to poor performance the teacher is subject to

a) The Teacher Experiencing Difficulties process
And/or b) Is subject to Capability *

*Schools to delete as appropriate

11. Retention of Appraisal Records

The governing body and headteacher will ensure that all written appraisal records are retained in a secure place for 6 years and then destroyed.

12. Monitoring and Evaluation

The governing body will monitor the operation and outcomes of appraisal arrangements to ensure consistency of application and adherence to equalities legislation, to ensure that the policy operates in accordance with the duties to promote equality, to eliminate discrimination and to promote good relations between staff with protected characteristics as required under the Equality Act 2010.

The school will ensure that individuals' personal data is handled in accordance with General Data Protection Regulations (GDPR).

The headteacher will provide the governing body with an annual written report on the operation of the arrangements to include:

- the operation of the appraisal policy
- the effectiveness of the school's appraisal procedures
- teachers' training and development needs
- monitoring data which may represent any possible grounds for unlawful discrimination such as the protected characteristics, part time staff and trade union membership
- on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination.

The report will not contain any information which would enable any individual to be identified.

13. Review of Policy

The governing body will review the appraisal policy *every two years, in the Autumn term* meeting and will take account of the headteacher's report in the review.

The policy will be revised as required to introduce any changes in regulation and statutory guidance to ensure that it is always up to date.

The governing body will seek to agree any revisions to the policy with the recognised trade unions having regard to the results of the consultation with all teachers.

To ensure teachers are fully conversant with the appraisal arrangements, all new teachers who join the school will be briefed on them as part of their induction to the school.

14. Access to Documentation

All teachers will be provided with access to the school improvement plan and the school's self-evaluation form.

15. Confidentiality

Confidentiality underpins the appraisal process. However, there may be a need to share some details with governors and other key members of staff for a variety of reasons, including:

- planning continuing professional development
- quality assurance
- pay recommendations
- making efficient use of aggregated lesson observation information for a variety of school leadership purposes.

In addition, Ofsted may investigate the effectiveness of the appraisal policy and process. In so doing, however, the confidentiality of the process for individuals will not be compromised.

In so far as possible, information will be anonymised.

16. Absence

If a member of staff is on long-term absence (e.g., long term sickness, maternity, parental, unpaid leave, secondment etc), it may be appropriate for the appraiser to review and re-focus objectives with the appraisee. Any sickness absence will be managed in accordance with the sickness absence management procedure.

Appendix 1 - Classroom Observation Protocol

Introduction

The governing body is committed to ensuring that classroom observation is developmental and supportive and that those involved in the process will:

- carry out the role with professionalism, integrity, and courtesy
- evaluate objectively
- report accurately and fairly
- respect the confidentiality of the information gained.

The headteacher has a duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained.

Observation enables the appraiser to assess a teacher's classroom and teaching practice against the teaching standards and to assess the teacher's progress in relation to agreed objectives. The amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the school but should reflect and be proportionate to the needs of the individual.

Information gathered during the observation can be used, as appropriate, for other purposes, such as subject area reviews, informing school self-evaluation and school improvement strategies, thereby seeking to minimise the total number of observations of a teacher.

Arrangements for observations:

Observations should be proportionate to the needs of the individual to support the achievement of their objectives and other performance criteria, such as standards of teaching, and should reflect their individual circumstances.

There may be circumstances justifying or requiring additional observation, for example, where the appraisee requests additional observations or where concerns have been raised about a teacher's performance.

Observations will take place throughout the appraisal cycle. The focus of and arrangements for observations will normally be established at the planning meeting between the teacher and appraiser and will be included in the planning statement. They will be reviewed as necessary at any feedback or subsequent review meeting.

In keeping with the commitment to be supportive and developmental, classroom observations will be notified in advance.

Classroom observations will only be undertaken by persons with QTS. Headteachers should ensure that those who undertake observations have had adequate preparation and have the appropriate professional skills to undertake observation and to provide constructive oral and written feedback and support, in the context of professional dialogue between colleagues.

Feedback:

Feedback about lesson observations should be developmental.

Oral feedback will be given as soon as possible after the observation and no later than the end of the following working day. It will be given during directed time in a suitable, private environment.

Written feedback will be provided within five working days of the observation taking place unless circumstances make this impossible. This should include the date on which the observation took

place, the lesson and length of lesson observed, feedback and any subsequent follow-up work/actions. The teacher has the right to append written comments on the feedback document.

If issues emerged from an observation that were not part of the original focus of the observation these should also be covered in the written feedback and the appropriate action taken in accordance with the regulations and guidance.

No written notes in addition to the written feedback will be kept.

Drop-ins:

The headteacher (or other leaders with responsibilities for teaching standards) has the right to "drop in". They do not, of themselves, form part of the formal appraisal process of individuals.

Appendix 2: Guidance

Please refer to pages 1-10 from Teacher Appraisal Guidance for Schools July 2024 (gov.uk)