



Performance Appraisal Policy

ALLEN EDWARDS PRIMARY SCHOOL

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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 one term, those undergoing induction and those undergoing capability procedures.

For staff undergoing induction, please refer to the school's Early Career Teachers Policy.

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), which protect employees' terms and conditions when a maintained school becomes an academy.

We have based this policy on the [model policy](#) produced by the Department for Education (DfE).

: 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 Headteacher.

Where relevant, we have added further detail regarding arrangements for headteacher's.

4. The appraisal period

The appraisal period will run for 12 months beginning on the first day of the Autumn Term and ending on the last day of the following summer term. Appraisals will be held during Autumn Term and prior to the 31st October (For the Headteacher, prior to the 31st December).

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 31st October.

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

5. Setting objectives

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

The headteacher's objectives will be set by the governing board, in consultation where possible, with 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, the Headteacher will quality assure all objectives against the school improvement plan
- Be specific, measureable, 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 Headteacher, and other school leaders where relevant, will also be assessed against the [Headteachers' Standards](#).

Teachers' performance will also be assessed against the career stage expectations, for example objectives may reflect differently for a teacher in their third year of teaching compared to an upper threshold teacher.

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 'Drop in' observations

Drop-in observations will usually be conducted by senior or curriculum leaders in order to monitor the quality of teaching and learning.

Notice of 'drop in' observations will be given on the school termly calendar.

They will usually last around 10 minutes and may involve the observer talking to pupils and looking at their work.

The Headteacher may carry out 'drop-in' observations without prior notice.

The frequency will depend on the individual teacher and the school's needs at the time.

Generally, verbal feedback will be given upon request as these types of observations would normally be for the purpose of evaluating strands of teaching and learning across the school rather than for individual teachers.

Please note that we also carry out drop-in observations where fellow teachers observe a lesson for their own professional development. Notice may not be given and evidence will not be used as part of the 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, NQTs 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 usually receive more than 3 formal observations over the year.

Generally, verbal feedback will be given on the same or the following day.

We will use all reasonable endeavours to provide written feedback within 5 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 throughout the year in meetings, such as pupil progress meetings and mid-year PA reviews with the teacher's line manager.

The appraisal meeting is the end point of the annual appraisal process and will take place in either in the summer term or in the following 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 will be invited to a formal capability meeting. Refer to our capability policy for more information

9. Conducting annual appraisal meetings

The headteacher's appraisal meeting will be conducted by the governing board. To support the Headteacher appraisal, the governors will appoint where possible an external adviser with relevant skills and experience. The adviser may be from the local authority, a neighboring local authority, or an external consultant. However, this appointment will not delay the process of the Headteacher's performance appraisal.

The governing board will typically delegate the headteacher's appraisal to a sub-group of three governing board members with a wide range of experience and knowledge of the school. This will not include any staff governors.

The Headteacher will decide who will appraise teachers. Unless there is a good reason not to, this will normally be the teacher's line manager. By way of example, a 'good reason' could be a poor or deteriorating working relationship between the teacher and line manager, including where a formal grievance has been lodged by the teacher citing their line manager.

All appraisers will be provided with appropriate training.

Appraisal meetings will take place within the teacher's normal working hours and will typically last for at least an hour. Scheduling appraisal meetings for an hour and a half is therefore recommended.

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 5 working 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
- Where relevant, a recommendation on pay progression

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

After the report has been issued, we will hold review meetings where teachers can discuss the contents of their report if they wish.

Teachers will sign the appraisal report to say they have seen it and agree with its content. Teachers can appeal to the Headteacher, and the Headteacher can appeal to the 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 2.

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 Headteacher will monitor objectives and assessments to ensure consistency.

Add more details about your own monitoring methods.

This policy will be reviewed every 3 years

The Governing Body will be responsible for approving this policy.

14. Links with other policies

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

The **capability policy** will be used where this appraisal policy has not been able to address concerns with 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.

The ECT Policy

Teacher's Standards

Appendix 1: Appraisal Timeline

DATE	ACTION
September – October	Appraisal meeting held to review the previous appraisal period
31 October	Appraisal process is completed for teachers, deadline for appraisal reports to be sent
31 December	Appraisal process is completed for the Headteacher, deadline for appraisal report to be sent
Termly throughout the year	Meetings held to review progress
Throughout the year	Formal and drop-in observations and monitoring take place, constructive feedback is provided

Appendix 2: Appraisal Report Template

Allen Edwards Performance Appraisal

Teacher Name: Year Group & Pay Scale:
Teaching Staff

Date

The following pages provide a basic rationale and outline a series of discussions between each member of the Teaching Staff and their chosen Reviewer. They form the review cycle for teachers' performance appraisal.

Aims

The aims outlined in this Review Cycle form part of our whole school Performance Appraisal Cycle and are within a supportive process designed to promote success and achievement. They are:

1. To continue to raise the standards of teaching and learning
2. To promote continuous professional development
3. To involve all staff in school development
4. To incorporate the review process into the further development of the whole school.
5. To develop objectives that reflect each individual's experience and responsibilities and the needs and priorities of the school.
6. To ensure that policy, process and practice is open and fair, while respecting confidentiality for individuals.

Expected Outcomes

The expected outcomes of the process are that each member of the teaching staff will be able to:

1. Review their overall year
2. Develop Objectives for (year) These objectives will be taken from the areas outlined in the school self-evaluation and will be dependent on individual's roles within the school
3. Assess their training needs

Process

The Performance Appraisal cycle will be as follows:

- Discussions will take place in the Autumn Term and will take up to an hour.
- Further short, less formal, discussions may take place in the Spring Term either if requested by a staff member or by the reviewer, to ensure that progress towards the Objectives is being made and to offer further support where necessary.
- A third meeting will be held in either the Summer Term or in the following Autumn Term to formally assess progress.

It is the responsibility of the reviewee to bring with them evidence to demonstrate their success and completion of the objectives at the relevant points during the process.

NB: Part time staff will undertake a number of objectives relative to the length of their contract. E.g. 0.6 would have objectives that reflect their different hours to a full time employee.

Monitoring and Evaluation

As part of the requirements, reviewers will undertake monitoring and evaluation during the year as part of the MEANS of Attainment. That monitoring and evaluation will be agreed between reviewee and reviewer either at the autumn meeting OR, if situations arise during the year, at a later date.

Teachers Standards

All staff will be expected to have taken account of **TEACHERS' STANDARDS** in the development of their objectives and have a clear understanding of the expectations of teachers at the relevant stage of their career.

Performance Appraisal Review for (year) and Statement for (year)

Name of Teacher:

Name of Reviewer:

Overall review of (year) agreed between the reviewer and reviewee

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<u>Objective</u>	<u>Success Criteria</u>
Review	
Review	
Review	
Review	

<u>Objective (year)</u>	<u>Success Criteria</u>
<u>Objective (year)</u>	<u>Success Criteria</u>
<u>Objective (year)</u>	<u>Success Criteria</u>
<u>Objective 2022/23</u>	<u>Success Criteria</u>
<u>Additional CPD</u>	