



Teacher Appraisal Policy

The Governance Board of Cinnamon Brow Church of England Primary School adopted the Teacher Appraisal Policy on 9th October 2025

It will be reviewed in two years.

Issued	October 2012
Review	October 2016 – Agreed at JCC 18/01/17
Review	May 2023
Review	September 2024

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1 INTRODUCTION

- 1.1 Appraisal arrangements are set out in the Education (School Teachers' Appraisal) (England) Regulations 2012 (the Appraisal Regulations)
- 1.2 The Appraisal Regulations set out the principles that apply to teachers in all maintained schools and unattached teachers employed by a local authority, in each case where they are employed for one term or more. It is also good practice for academies to follow the appraisal regulations, although they are not legally required to do so.
- 1.3 Maintained Schools and local authorities must stay within the legal framework set out in the Appraisal Regulations and in other relevant legislation that affects all employers (for example legislation on equality, employment protection and data protection).
- 1.4 Schools and local authorities must have an appraisal policy for teachers and a policy, covering all staff, which deals with capability issues. This model policy for appraisal applies only to teachers, including head teachers. 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 on their appraisal and capability policies.
- 1.5 This model policy should be read in conjunction with the Managing Employee Performance (Capability) Policy.

2 PURPOSE

- 2.1 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.

3 APPLICATION OF THE POLICY

- 3.1 The Teacher Appraisal Policy applies to all teachers and school leaders employed by the school, trust or local authority, except those on contracts of less than one term, those undergoing induction (*ie ECTs*) and those whose performance is subject to the Managing Employee Performance (Capability) Policy.
- 3.2 The policy should always be applied in a way that is robust and transparent whilst minimising the impact on workload for teachers, line managers, school leaders and governing bodies.

- 3.3 This policy should be read in conjunction with the school's pay policy which provides details of the arrangements relating to teachers' pay in accordance with the School Teachers' Pay and Conditions Document.
- 3.4 A practical and flexible approach to conducting appraisals will be taken for those absent on maternity leave, long term disability or sickness absence. Keeping in touch (KIT) days should not be used for appraisal purposes.

4. APPRAISAL

- 4.1 Appraisal is a supportive and developmental process designed to ensure that all teachers have or fully develop the skills, and access the 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.
- 4.2 A holistic approach should be taken in the appraisal process, looking at the overall performance of a teacher, which will include the achievement of their appraisal objectives.

5 APPRAISAL PERIOD

The appraisal period will run for twelve months from 1st September to *31st August for teachers and 1st October to 31st December for Headteachers.*

- 5.1 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.
- 5.2 Where a teacher starts their employment at the school part-way through a cycle, the head teacher or, in the case where the employee is the headteacher, the Governance Board shall determine the length of the first cycle for that teacher, with a view to bringing his/her cycle into line with the cycle for other teachers as soon as possible.
- 5.3 Where a teacher transfers to a new post within the school/academy part-way through a cycle, the headteacher or, in the case where the employee is the headteacher, the Governance Board, shall determine whether the cycle shall begin again and whether to change the appraiser.

6 APPOINTING APPRAISERS

- 6.1 All appraisers of teachers, other than those appraising headteachers, will be teachers with line management responsibility and will be suitably trained.

Head Teacher

- 6.2 The headteacher/CEO of a trust or other senior trust staff will be appraised by the governance board, supported by a suitably skilled and/or experienced external adviser who has been appointed by the governance board for that purpose.
- 6.3 The task of appraising the head teacher, including the setting of objectives, will be delegated to a sub-group consisting of normally 3 members of the Governance Board
- 6.4 Where a head teacher is of the opinion that any of the governors appointed by the Governance Board is unsuitable to act as his/her appraiser, they may submit a written request for that governor to be replaced, stating the reasons for the request.

Teachers

- 6.5 The headteacher will decide who will appraise other teachers. Where teachers have an objection to the head teacher's choice, their concerns will be carefully considered and, where possible, an alternative appraiser will be offered. All appraisers appointed by the head teacher will be qualified teachers and will have current or recent teaching experience.
- 6.6 If the headteacher appoints an appraiser who is not the teacher's line manager, the appraiser to whom s/he delegates those duties will have an appropriate position in the staffing structure, together with the necessary background knowledge, skills and training to undertake the role. (General Principles)
- 6.7 Where it becomes apparent that the appraiser appointed by the headteacher will be absent for the majority of the appraisal cycle, the headteacher may perform those duties themselves or delegate those duties to another teacher for the duration of that absence.

7 SETTING OBJECTIVES

- 7.1 The headteacher/Trust CEO's objectives will be set by the appraisal sub-group of the Governance Board after consultation with the external adviser and the headteacher. The governance board has a duty to have regard to the work-life balance of the school leader and objectives will reflect this
- 7.2 Objectives for each 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 each teacher, will be Specific, Measurable, Achievable, Realistic and Time-bound and will be clear, concise, fair and appropriate to the teacher's role and level of experience. Appraisal objectives for part time teachers must be reasonable in the context of the teachers working time. In setting the objectives, reviewers will have regard to what can reasonably be expected in the context of roles, responsibilities and experience,

consistent with the school's strategy for achieving a work/life balance for all staff. Appraisal activities will take place within the teacher's directed time but should not be undertaken within teachers PPA time. Objectives and appraisal discussions will not be based on teacher generated data and predictions, or solely on the assessment data or outcomes of tests or exams for a single group of pupils. Objectives can be set in relation to robust assessment data, however, these will not be used in isolation and other factors will also be considered when making decisions about pay progression. The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives should be revised if circumstances change.

- 7.3 The appraiser will take into account the effects of an individual's circumstances, including any disability, when agreeing objectives. For example, this might include a reasonable adjustment to allow an individual slightly longer to complete a task than might otherwise be the case. When staff return from a period of extended absence, objectives may be adjusted to allow them to readjust to their working environment.
- 7.4 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, therefore three objectives should be the norm.
- 7.5 The objectives set for each teacher are intended to contribute to the school's plans for improving the school's educational provision and performance and improving the education of pupils at that. 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.
- 7.6 Before, or as soon as practicable after, the start of each 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". For teachers who are not qualified teachers by virtue of holding QTLS status, it is for the governance board or headteacher to decide which standards are most appropriate.
- 7.7 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 judgments 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.
- 7.8 This might include 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.

8 PAY PROGRESSION

- 8.1 Pay progression is set out in the School Pay Policy and is automatic within the individuals current pay range. Where teachers or headteachers are eligible for pay progression, the decision made by the relevant decision-making body will be based on the statutory criteria and guidance set out in the STPCD and the relevant teacher standards.
- 8.2 The Governance Board has agreed the pay policy of the school and has considered the implications of the appraisal policy with respect to the arrangements relating to teachers' pay in accordance with the School Teachers' Pay and Conditions Document. The Governance Board will ensure that decisions on pay progression are made by the appropriate dates for head teachers and teachers as set out in the schools pay policy.

9. REVIEWING PERFORMANCE

- 9.1 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.
- 9.2 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.

Observation

- 9.3 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.
- 9.4 Accordingly, observations will be carried out in a supportive fashion, with professionalism, integrity and courtesy, will be evaluated objectively and reported accurately and fairly and will take account of particular circumstances which may affect performance on the day.
- 9.5 At least 5 working days' notice of the date and time of the observation will be given and verbal feedback provided at least by the end of the next school day and written feedback within 5 working days, unless circumstances make this impossible.
- 9.6 Classroom observation will be carried out by qualified teachers.

- 9.7 For the purposes of appraisal, teachers' performance will be observed on an appropriate and reasonable number of occasions (this should normally be no more than three occasions for a total of three hours) and will, as far as possible, be agreed by the appraiser with the appraisee based on the individual circumstances of the teacher and the overall needs of the school. The number and duration of appraisal observations will be in accordance with the school/academy's observation protocol, which includes provision for exceptional circumstances where concerns have been raised about a teacher's performance.
- 9.8 Head teachers or other leaders with responsibility for learning and teaching standards may "drop in" or undertake other observations to evaluate the standards of teaching and learning and to ensure that high standards of professional performance are established and maintained. The length and frequency of "drop in" or other observations, and the notice to be given, will vary depending on specific circumstances but will be in accordance with the school's classroom observation and drop-in policy but should not be excessive (see Appendix A).
- 9.9 For the purpose of professional development, feedback about lesson observations should be developmental. There is no requirement to grade lesson observations.
- 9.10 This school will use the findings of each observation, including appraisal observations, for other management requirements (for example subject area reviews), thereby seeking to minimise the total number of occasions on which teachers are observed.
- 9.11 Teachers (including the head teacher) whose posts have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed, where this is done through observations (see Appendix A).

10. DEVELOPMENT AND SUPPORT

- 10.1 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 on-going professional development needs and priorities of individual teachers.

11. FEEDBACK

- 11.1 Teachers will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place (and within 5 days) or other evidence has come to light. Feedback will highlight particular areas of strength as well as any areas that require further development.

12. ASSESSMENT AGAINST TEACHERS' STANDARDS

- 12.1 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 standards.

13. INFORMAL SUPPORT

- 13.1 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;
 - give the teacher 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 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. commencement of capability procedure.
 - advise them that advice may be sought from a trade union representative
- 13.2 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.
- 13.3 Informal support should be provided for a reasonable period to allow for performance improvement. This should be for 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.

- 13.4 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.

14. TRANSITION TO CAPABILITY

- 14.1 If a teacher demonstrates serious underperformance, and has not responded to support provided within the informal support process, the teacher will be notified in writing that the appraisal system will no longer apply, that their performance will be managed under the Managing Employee Performance Procedure and that they will be invited to a formal capability meeting. Advice should be sought as appropriate from HR.
- 14.2 Disciplinary procedures will only be triggered by factors related to misconduct or breach of professional standards. Schools should be careful not to conflate these procedures but, if appropriate to the circumstances, they can run concurrently.

15. ANNUAL ASSESSMENT

- 15.1 Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the head teacher/CEO, the Governance Board must consult the external adviser.
- 15.2 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).
- 15.3 In line with the Schools Pay Policy, 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). 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;
 - details of a discussion on wellbeing and workload and career progression/aspirations;
 - a recommendation on pay where that is relevant (e.g. UPS);

- a space for the teacher's own comments

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

16. APPEALS

16.1 Where the headteacher has not been recommended for pay progression they will be informed by the appropriate governor. The headteacher will notify any teacher who has not been recommended for pay progression of the date when the Governance Board meets to consider pay recommendations, following which the teacher (and headteacher when the head has not been recommend for pay progression) may exercise the right of appeal, assisted by a companion who may be a colleague, a trade union official or a trade union representative. Any appeal against decisions relating to pay progression will be conducted in line with the Whole School Pay Policy.

17. MONITORING AND EVALUATION

17.1 The Governance Board and headteacher will monitor the operation and effectiveness of the school's appraisal arrangements.

17.2 The headteacher will provide the Governance Board with a written report on the operation of the school's/academy's appraisal and capability policies annually. The report will not identify any individual by name.

18. RETENTION

18.1 The Governance Board and head teacher will ensure that all written appraisal records are retained in a secure place in accordance with appropriate regulations, currently 6 years.

Appendix A – Classroom Observation Protocol relating to Teacher Appraisal

The Governance Board 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 and
- respect the confidentiality of the information gained.

The total period for classroom observation arranged for any teachers will have regard to the individual circumstances of the teacher and will be proportionate to the needs of the individual. For the purposes of appraisal, teachers' performance will be observed on an appropriate and reasonable number of occasions (this should normally be no more than three occasions for a total of three hours) and will, as far as possible, be agreed by the appraiser and the appraisee, based on the individual circumstances of the teacher and the overall needs of the school.

Information gathered during the observation may be used, as appropriate, for a variety of purposes, including to inform school self-evaluation and school improvement strategies. In keeping with the commitment to supportive and developmental classroom observation, those being observed will be notified in advance.

Classroom observations will only be undertaken by those with QTS. In addition, in this school, classroom observation will only be undertaken by those who have had adequate preparation and the appropriate professional skills to undertake observation and to provide constructive oral and written feedback and support, in the context of professional dialogue.

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

Written feedback will be provided within five working days of the observation taking place. The written feedback will include the date on which the observation took place, the lesson observed and the length of the observation. The teacher has the right to append written comments to this feedback document. No written notes in addition to the written feedback will be kept.

A headteacher has the duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained. Heads have a right to drop in to inform their monitoring of the quality of teaching and learning. Drop-in sessions should be for a short period of time (usually no longer than 20 minutes) and will not generally be used for the purposes of performance management but should inform the overall performance of a teacher.

Learning walks may also take place in order to collect evidence about teaching and learning, evidence of progress and areas for school development. They are intended to be developmental and constructive.

A programme of learning walks should be agreed with teachers so that they know the date, time and focus of the learning walk. The purpose of the learning walk should be explained to all relevant staff prior to its commencement.

Learning walks will not generally be used for the purposes of performance management but should inform the overall performance of a teacher.