

# APPRAISAL POLICY

Date of Issue	July 2025
Review Date	July 2027
Ratified by	Policy Committee
Produced by	School
SLT Responsible	Headteacher
Signature of Chair	
Signature of Headteacher	

The governing body of Fearnhill School adopted this policy on 07<sup>th</sup> July 2025

It will be reviewed in July 2027

### **Purpose**

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 improvement plan for improving educational provision and performance, and the standards expected of teachers.

### **Application of the policy**

"The policy covers appraisal, applies to all teachers, school leaders and operational staff employed by the school, trust or local authority, except those on contracts of less than one term, those undergoing induction (i.e. ECTs) and those who are subject to capability procedures."

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.

### **Appraisal**

Appraisal in this school will be a supportive and developmental process designed to ensure that all teachers, leaders and operational staff 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 and that operational staff are able to continually develop in their role.

### **The appraisal period**

"The appraisal period will run for twelve months" from 1st 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 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."

### **Appointing appraisers**

"The headteacher will be appraised by the governing body, supported by the HfL school effectiveness adviser as the external adviser who has been appointed by the governing body for that purpose."

In this school the task of appraising the headteacher, including the setting of objectives, will be delegated to a sub-group consisting of two/three members of the governing body.

Leaders, teachers and operational staff will be appraised by their line manager who will be either a member of the extended leadership team or senior leadership team.

### **Setting objectives**

"The headteacher's objectives will be set by the governing body after consultation with the school effectiveness adviser". The governing body has a duty to have regard to the work-life balance of the

school leader and objectives will reflect this.

“Objectives for each teacher will be set before, or as soon as practicable after, the start of each appraisal period”. The senior leadership and extended leadership 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 appropriate to the member of staff’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 students. The appraiser and teacher will seek to agree the objectives together. Objectives should be revised if circumstances change, such as but not limited to a member of staff 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 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”. For teachers, 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.

“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” 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”.

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 and operational staff in their role.
- Wider contribution to the work of the school.

### **Reviewing performance**

The school will set out what evidence they will take into account when making judgements about a member of staff’s 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 staff's performance.

It is important to our school that methods of assessing teacher performance do not add to teacher workload.

### **Development and support**

Appraisal is a supportive process which will be used to inform continuing professional development for leaders, teachers and operational staff. 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.

### **Feedback**

Staff will receive constructive feedback on their performance at two points in the year; the spring and summer term. Feedback will highlight particular areas of strength as well as any areas that require further development.

### **For Teachers only: 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. Staff will not be expected routinely to provide evidence that they meet all the standards.

### **Informal Support**

Except in the most serious cases of persistent failures to meet job expectations and teaching standards, resulting in negative consequences on the students and organisation, staff will 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 member of staff's performance the appraiser will meet with them to:

- Inform the member of staff that they are going to be receiving informal support due to performance concerns.
- Give clear and specific feedback to the member of staff about the nature and seriousness of the concerns.
- Give the member of staff 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 will reflect the seriousness of the concerns).
- Explain the implications and process if no, or insufficient, improvement is made – e.g. commencement of capability procedure.

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 member of staff in a collaborative manner to establish objectives and timelines, taking into account the member of staff's circumstances. This may include any medical conditions, well-being support needs, or disabilities protected by equality legislation.

Informal support should be provided for a reasonable period to allow for performance improvement. This will be 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 member of staff regularly to assess progress and ensure the agreed-upon support is being provided.

When progress is reviewed, after the agreed upon period, if the appraiser is satisfied that the member of staff 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.

### **Transition to capability**

If a member of staff demonstrates serious underperformance or 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 and that their performance will be managed under the capability procedure and will be invited to a formal capability meeting. Advice will be sought as appropriate from HR.

Disciplinary procedures will only be triggered by factors related to misconduct or breach of professional standards.

### **Annual assessment**

"Each member of staff's performance will be assessed in respect of each appraisal period. In assessing the performance of the headteacher, the governing body will consult the HfL school effectiveness adviser as an external adviser".

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 once each term.

"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". The appraisal objectives, tracking and report will be administered using Arbor. "The appraisal report will include":

- Details of the teachers and operational staff's objectives for the appraisal period in question.
  - For teachers, three objectives should be agreed - two focused on whole-school improvement priorities as outlined in the school improvement plan, one focused on faculty improvement priorities as outlined in the relevant area improvement plan. One of the objectives should be based on a teacher's independent professional learning (IPL), an objective based solely on pedagogical development.
  - For operational staff, three objectives should be agreed - two focused on continued professional development of their specific role and one focused on whole-school improvement priorities as outlined in the school improvement plan.
- "An assessment of the teachers and operational staff's performance of their role and

responsibilities against their objectives and the relevant standards.”

- “An assessment of the teachers and operational staff’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.”

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