



Doing our best to achieve our best

Clarendon Primary School & Nursery Appraisal Policy

Teachers and member of the School Leadership Team

Scope, purpose and principles

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.

The policy reflects the revised Education (School Teachers Appraisal) (England) Regulation 2012 (the Appraisal Regulations). **Text in bold** indicates statutory requirements contained in the Appraisal Regulations or the School Staffing Regulations.

Appraisal is a supportive and developmental process designed to ensure that all teachers have or fully develop 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 process will provide a basis for an assessment of performance for pay purposes for all teachers. Any policy decisions will be in accordance with the School Teachers' Pay and Conditions Document (STPCD) and the school's pay policy.

This policy applies to the headteacher and to all teachers employed by the school, except those on contracts of less than one term, those undergoing an induction period (i.e. ECTs), or those who are the subject of a formal capability procedure.

The policy should always be applied in a way that is robust whilst minimising the impact on workload for teachers, line managers, headteachers and governing bodies.

In its oversight of the appraisal system, the governing body is committed to ensuring consistency of treatment and fairness and to the prevailing legal framework applicable to all employers, including legislation on equality, employment protection and data protection.

The appraisal period

The appraisal period will run for twelve months from 1 September to 31 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 appraisal period will be determined by the duration of their contract and an individual teacher's objectives will take account of the length of the contract.**

Where a teacher starts their employment at the school part-way through a cycle, the headteacher, or in the case where the employee is the headteacher, the governing body, 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.

Appointing appraisers

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, will be delegated to a sub-group consisting of up to three members of the governing body.

The headteacher will decide who will appraise other teachers.

Setting Objectives

Teachers' performance is assessed against their objectives, and the relevant standards. The appraiser will set out clearly what they will take into account when making judgements as to whether teachers have met their objectives and the relevant standards.

The headteacher's objectives will be set by the governing body after consultation with the external adviser. The governing body will be mindful of its duty to have regard to the work-life balance of the headteacher in setting his/her objectives.

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 'SMART' (Specific, Measurable, Achievable, Realistic and Time-bound) and will be appropriate to the teacher's role and level of experience. Objectives and performance management discussions will not be based on teacher generated data and predictions, or solely on the assessment data 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, in consultation with the teacher.

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, including, for example, the impact on pupil progress and wider outcomes for pupils, and the contribution to improvements in other areas such as pupil behaviour, lesson planning, and the wider contribution to the work of the school, in line with the school improvement plan. Objectives will 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. Objectives will be subject to moderation before they are finalised in accordance with the school's arrangements for monitoring and evaluation.

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 will not be set if it is beyond the teacher's control to achieve them. Evidence can 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.

Reviewing Performance

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 2011 DfE Teachers' Standards. For teachers who are qualified teachers by virtue of holding QTLS status, it is for the governing body or headteacher to decide which standards are most appropriate.

Classroom 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 and promote opportunities for sharing good practice and collaboration between teachers.

All formal observation / learning walks will be carried out by individuals with QTS to protocols that are agreed with teaching staff, in a supportive fashion, and will not be designed to add to teacher workload. As good practice, the school would usually limit any formal observations to no more than 3 per academic year, and agree the focus and timing of observations with teachers in advance. With regards to learning walks, the general timings of these will also be shared in advance, e.g. sharing in a staff meeting and / or on the staffroom notice board that learning walks will be taking place over the next week or next couple of weeks.

Following any formal observation, written feedback will be shared with each teacher as well as an opportunity to discuss this in person. Feedback will also be given to staff following a learning walk either in person and / or in writing. Staff will always have an opportunity to discuss this in more detail if they wish.

Assessment against Teachers' Standards

The school will assess Teachers' performance 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. Appraisers will use their professional judgement when appraising teachers' performance and will not seek to apply rigid models which set out exactly what the relevant standards mean for teachers at different stages in their careers. Similarly, teachers should not be expected routinely to provide evidence that they meet all the standards.

Development and support

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.

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 come to light. Feedback will highlight particular areas of strength as well as any areas that require further development. It is important that areas for improvement are not left until the formal appraisal meeting before being addressed.

Informal Support

Where there are concerns about any aspects of the teacher's performance the appraiser will meet with the teacher formally to:

- Give clear and explicit 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 support, (such as work shadowing, 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.
Where appropriate, revised objectives may be agreed and review arrangements agreed that allow sufficient time for improvement. Any such arrangements should reflect the seriousness of the concerns and it will be for the school to determine the amount of time allowed for improvement;
- Explain the implications and process if no, or insufficient, improvement is made – e.g. impact on pay progression and potential move to formal capability.
- Acknowledge the potential impact of the process on teacher wellbeing and signpost to additional support including the Employee's Assistance Programme and their trade union;
- Conduct a stress risk assessment where appropriate.

The school will ensure a clear relationship between the issue, the objectives set and the planned documented programme of support put in place. The process of setting improvement objectives and timelines will be collaborative and will take account of the teacher's circumstances including any medical conditions, well-being support needs or disabilities protected by equality legislation.

Informal support will be provided for a reasonable period to allow for performance improvement. **Schools could decide this is a minimum of 6 weeks.** The appraiser will meet with the teacher regularly to assess progress and ensure the agreed-upon support is being provided.

When progress is reviewed, 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.

Evidence

The appraiser will agree with each teacher, where possible, the evidence to be used for assessment at the end of the appraisal period, particularly where the teacher wishes that evidence to be taken into account for the purposes of an application to access the upper pay range. Evidence may vary according to the chosen objectives and any development focus, but

as a general rule the range and level of evidence collected for appraisal and pay determination purposes will always be proportionate and minimise workload.

Evidence is likely to include:

- Classroom observation
- Lesson plans
- Book scrutiny
- Learning walks
- Pupil progress data
- Examination / test outcomes
- Pupil / parental surveys
- Pupil discussion/interviews
- Monitoring and moderation of activities- completed by subject leaders.

N.B – This is not an exhaustive list The range and level of evidence collected for appraisal and pay determination purposes will always be proportionate and minimise workload.

Transition to capability

If a teacher 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 school's capability procedure and will be invited to a formal capability meeting. The school's HR provider will advise on this process.

Annual assessment

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.

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.

Appraisal report

The teacher will receive (and have the opportunity to comment on) **as soon as practicable following the end of each appraisal period an appraisal report.** In this school, teachers will receive their 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.**

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

Monitoring and Evaluation

The Governing Body and headteacher will monitor the operation and effectiveness of the school's appraisal arrangements.

- The headteacher will review all teachers' objectives to check consistency of approach and expectation between different appraisers;
- The headteacher will consider all pay recommendations made following the completion of the annual appraisal cycle;
- The headteacher will then make a recommendation to the Governing Body, who have the final decision and whether to accept this recommendation or not;
- Reviewers will receive training to ensure they are familiar with the Teacher Standards and the school's approach to appraisal and objective setting and pay recommendations;
- The headteacher will provide the governing body with a written annual report on the appraisal process.

Support Staff, including and Nursery Staff

It is recognised that the process of objective setting will be more appropriate to some support staff roles than others and therefore it may not be practicable in all cases to set formal objectives. Although the appraisal process may require adaptation for different roles, the Governing Body will continue to ensure that all employees have the opportunity to have their performance reviewed on an annual basis. (To facilitate this process the headteacher will decide who will appraise each member of staff.)

As part of the support staff appraisal process any objectives set will relate to the school's plans for improving educational provision where relevant to the individual's role; otherwise (or in addition) they may relate to progress in a specific task and/or professional development. These objectives will be 'SMART' (Specific, Measurable, Achievable, Realistic and Time-bound) and will be appropriate to the staff member's role and level of experience.

Relevant occupational or professional standards may be used as a backdrop for the appraisal discussion where appropriate.

Furthermore, as with teachers, where there are concerns about any aspects of performance the appraiser will meet with the member of staff formally to:

- Give clear and explicit feedback to the about the nature and seriousness of the concerns;
- Give the staff member the opportunity to comment and discuss the concerns;
- Set clear objectives for required improvement;
- Agree any support, (such as work shadowing, 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;
- Explain the implications and process if no, or insufficient, improvement is made – e.g. impact on pay progression and potential move to formal capability.

When progress is reviewed, 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.

If a member of support staff demonstrates serious underperformance, and has not responded to a reasonable period of informal individual support, they will be notified in writing that their performance will be managed under the capability procedure, and will be invited to a formal

capability meeting. The capability procedures will be conducted as set out in the relevant school policy.

As with teaching staff the Governing Body and headteacher will monitor the operation and effectiveness of the school's appraisal arrangements.

- The headteacher will review a sample of staff objectives to check consistency of approach and expectation between different appraisers;
- The headteacher will provide the governing body with a written annual report on the appraisal process.

All staff

Confidentiality, quality control and retention

The appraisal process will be treated confidentially and in accordance with the school's data protection policy. Data collected by the school for this purpose will only be shared with relevant individuals in the context of managing his/her performance appraisal. Unauthorised access or disclosure may be considered a data breach.

Appraisal records will be stored and disposed of securely and retained in accordance with the school's retention and disposal policy. Whilst the retention of documents is not specifically covered by the regulations, the DfE's 2018 GDPR Toolkit for Schools suggests that annual appraisal and assessment documents should be retained for the current year + five years.

However, the desire for confidentiality does not override the need for the headteacher and governing body to quality-assure the operation and effectiveness of the appraisal system.

Review

The content and operation of this policy is reviewed as and when deemed necessary by the Governing Body. The policy is discretionary and does not confer any contractual rights.

Date reviewed by governing body: Autumn term 2025

Date due for review: Autumn term 2028