



Caroline Haslett Primary School

Teacher appraisal policy

Date of Issue: June 2026

Date of next review: June 2029 (or earlier in the event of legislation changes)

Approved by the Headteacher on:

Signed: _____ *(Headteacher)* *Date:* _____

Approved by the Governing Board on:

Signed: _____ *(Chair of Governors)* *Date:* _____

Contents

Approved by the Headteacher on:	1
Approved by the Governing Board on:	1
Contents	2
1. Aims	2
2. Legislation and guidance	3
3. Definitions and scope	3
4. The appraisal period	3
5. Appointing appraisers	3
6. Setting objectives	4
7. Standards	4
8. Reviewing performance (including observation protocol)	5
9. Annual assessment and appraisal meeting	6
10. Appraisal report	7
11. Concerns about a teacher's performance	7
12. Confidentiality	8
13. Monitoring arrangements	8
14. Links with other policies	9

1. Aims

This policy aims to:

- Make sure that teachers have the skills and knowledge they need to fulfil and excel in their roles and provide an excellent education to our pupils
- Set out our school's arrangements for appraising teachers, including the process and the responsibilities of individuals, while making sure these arrangements have a minimal impact on the workload of all parties concerned
- Make sure that teacher appraisals are carried out in a fair, just and transparent way while eliminating unnecessary bureaucracy
- Provide a supportive and safe environment for line managers and teachers to have meaningful, open and honest conversations about feedback and guidance, including successes and areas for improvement
- Support and encourage a culture of continuous professional learning that:
 - Nurtures teachers' professional growth
 - Meets individual and school priorities, including our school's latest Ofsted report and school improvement plan
 - Reflects the context of the Teachers' Standards

This policy applies to all teaching staff employed by the school except those on contracts of less than 1 term, those undergoing induction (i.e. early career teachers (ECTs)) and those who are subject to capability procedures.

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).

3. Definitions and scope

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 headteachers.

3.1 Early career teachers (ECTs) and those undergoing an induction period

This policy does not apply to any teacher undergoing an induction period, including early career teachers (ECTs).

ECTs are not subject to annual appraisal and pay review cycles during their induction period.

[statutory induction process for ECTs](#).

4. The appraisal period

Our appraisal period will run for a period of 12 months beginning on the 31st October.

Teachers who are employed on a fixed-term contract of less than 1 year will have their performance managed in accordance with the principles underpinning this policy. The length of their appraisal period will be determined by the duration of their contract, and an individual teacher's objectives will take account of the length of their contract.

There is flexibility for a teacher to have a longer or shorter appraisal period when:

- They begin or end their employment during the appraisal period
- An unattached teacher changes post within the same local authority

Teachers should receive a written appraisal report as soon as practicable following the end of each appraisal period, by 31st October, and will have an opportunity to comment on it.

The headteacher should receive a written appraisal report as soon as practicable following the end of each appraisal period, and will have an opportunity to comment on it.

In addition to the annual appraisal cycle, appraisers will:

Review and address teachers' performance and development priorities with the teacher by the end of the spring term

5. Appointing appraisers

5.1 Headteacher appraisal

The governing board will conduct the headteacher's appraisal meeting.

The governing board will typically delegate the headteacher's appraisal to a sub-group of 3 governing board members with a wide range of experience and knowledge of the school. This will not include any staff governors.

To support headteacher appraisal, the governing board will appoint an external adviser with relevant skills and experience. The adviser may be from the local authority, or a neighbouring local authority, or be an external consultant.

5.2 Teacher appraisals

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. (For 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).

Appraisers appointed by the headteacher will have qualified teacher status (QTS).

All appraisers will be provided with appropriate training.

6. Setting objectives

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

The teacher and appraiser will aim to agree on the objectives together, but if this is not possible, the appraiser will determine the objectives. The teacher can record their disagreement on the appraisal statement and this will be taken into account at the appraisal review.

The governing board will set the headteacher's objectives in consultation with an external adviser. The board will have regard to the headteacher's work-life balance and wellbeing, and objectives will reflect this.

At the start of each appraisal period, or as soon as practicable after, appraisers will:

- Inform teachers of the standards that their performance will be assessed against (read more about the standards in section 7 below)
- Set out what evidence will be used when making judgements about a teacher's performance (read more about how we review evidence in section 8 below)

Objectives will:

- Contribute to school improvement plans to improve educational provision and pupil progress, giving priority to activities that build teacher expertise and positively impact pupil outcomes. To make sure this happens, the headteacher will quality assure all objectives against our school improvement plan
- Be specific, measurable, achievable, realistic and time-bound (SMART)
- Be appropriate to the teacher's role and career experience
- Be proportionate and take into consideration the work-life balance of the teacher
- Have a strong focus on effective professional development to make sure the teacher stays up to date with the latest methodologies, technologies and educational research

Numerical targets will not be set if it is beyond the teacher's control to achieve them. If they are set, they will be taken into consideration in conjunction with all other elements of the teacher's performance and professional development.

If a teacher's circumstances change – for example due to maternity or long-term or serious illness – we will revise their objectives to take into account any anticipated absence and allow the teacher to meet reduced and attainable targets.

7. Standards

We will assess teachers against the [Teachers' Standards](#). The headteacher, and other school leaders where relevant, will also be assessed against the [Headteachers' Standards](#).

For teachers who are qualified teachers by virtue of holding Qualified Teacher Learning and Skills (QTLS) status, it is for the governing board or headteacher to decide which standards are most appropriate.

8. Reviewing performance (including observation protocol)

Appraisers will set out what they will take into account when making judgements as to whether teachers have met their objectives and relevant standards.

Evidence used in the performance management process will:

- Directly relate to the objectives and be agreed upon in advance
- Be readily available from day-to-day practice

This might but does not have to include:

- Improvements in a specific element of practice such as behaviour management, development of pedagogy or providing feedback
- Impact on effectiveness of teachers or other staff
- Wider contributions to the work of our school
- Active participation in professional learning and the positive impact on the teacher's practice

Types of evidence we will consider, in conjunction with pupil outcomes, include:

- Formal and informal lesson observations
- Observations and results from wider school activities, if applicable
- Reviews of planning and marking
- Parent and pupil voice, if applicable
- Quality of CPD courses completed
- Peer observations
- Contributions to staff training or mentoring

8.1 Observation protocol

We believe that observations are an important way to monitor the impact of CPD. They can also help to identify how we can best support teachers, and 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
- Be reported accurately and fairly
- Be reasonable and proportionate
- Be focused on development
- Be followed by constructive feedback
- Remain confidential to those who need to know details as part of their jobs

8.2 Drop-in observations

Drop-in observations will be informal visits to gauge CPD application and understand teachers' learning needs.

They will usually be conducted by members of the senior leadership team.

Drop-in observations will usually last around 20 minutes, and may involve the observer talking to pupils and looking at their work.

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

Generally, the observer will provide verbal feedback the following day.

We will use all reasonable endeavours to provide written feedback within 5 working days.

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 we will not use this as evidence as part of the appraisal process.

8.3 Formal observations

The purpose of formal observations is to assess a teacher's performance and progress against their objectives and the relevant standards.

We will take into account a teacher's workload and individual circumstances when determining the number of formal observations we carry out over the year. For example, teachers who have less experience or who have recently started at our school will receive more frequent formal observations than more experienced teachers to establish strengths and areas for growth and development.

Teachers will not receive more than 3 formal observations over the year.

We will carry out additional formal observations only if:

- A teacher requests them
- There are concerns that a teacher's performance is not up to standard (this may be triggered by poorly behaved pupils, or any significant concerns arising from the evidence at the beginning of section 8)
- The teacher is receiving additional support via an informal support plan
- The teacher is subject to formal capability proceedings

Generally, teachers will receive verbal feedback the following day, highlighting areas of strength and areas that need further development.

We will use all reasonable endeavours to provide written feedback within 5 working days.

9. Annual assessment and appraisal meeting

The appraisal meeting is the end point of the annual appraisal process, but performance and development will be regularly reviewed in the interim meeting.

The appraisal meeting will take place in the autumn term. In this meeting, the appraiser will:

- Review the relevant evidence
- Assess performance in the appraisal period against the relevant standards and objectives
- If necessary, discuss any difficulties the teacher may be facing in achieving objectives and put a plan in place to address this (see section 11 for more detail)

The appraiser and teacher will also:

- Have a reflective discussion about the teacher's CPD journey, progress, needs and career development/aspirations, and identify action that should be taken
- Discuss the teacher's workload, wellbeing, working hours and flexible working opportunities in a supportive manner

Appraisal meetings will take place within the teacher's normal working hours.

10. Appraisal report

Teachers will receive a written report of their appraisal, completed by the person who conducted the appraisal. We will use all reasonable endeavours to complete reports within 5 working days of appraisal meetings.

The 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, including details of the teacher's strengths
- An assessment of the teacher's training and development needs, and identifying any action that should be taken to address them

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

A review meeting will take place to discuss the content of the report and any further action required and to inform objective setting for the next appraisal cycle. In some circumstances, an interim review meeting may be appropriate.

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.

11. Concerns about a teacher's performance

If during the appraisal period it becomes clear that a teacher is having difficulties, the school will provide the teacher with informal support. This process will be supportive and will give the teacher and their appraiser [a member of the senior leadership team] the opportunity to talk openly and honestly about the teacher's difficulties and the support they need to improve and refine their skills.

Teachers will not be placed in capability procedures (see section 11.4) without first undergoing this period of informal support, except in the most serious cases of persistent failures to meet job expectations and teaching standards, resulting in negative consequences on our pupils and school.

11.1 Informal support

Informal support will begin with a meeting between the teacher and their appraiser [a member of the senior leadership team] to:

- Inform the teacher that they will be receiving informal support due to concerns about their performance
- 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 the school will provide to help address those specific concerns and drive improvement
- Make clear how, and by when, progress will be reviewed. Note that:
 - It may be appropriate to revise the teacher's objectives

- It will be necessary to allow sufficient time for the teacher to improve their performance (see section 11.2 below)

The appraiser [a member of the senior leadership team] will take into account all relevant circumstances when setting objectives and the programme of support, such as any medical conditions, wellbeing needs or disabilities protected by equality legislation.

The appraiser [a member of the senior leadership team] will also explain the implications and process if no, or insufficient, improvement is made, e.g. the commencement of capability procedures.

11.2 Duration of support

The school will provide informal support for a minimum of 6 weeks to allow for an improvement in the teacher's performance.

The headteacher will decide on the duration of support, taking into consideration the seriousness of the concerns, the teacher's specific circumstances, and the type of informal support provided.

The appraiser [a member of the senior leadership team] will meet the teacher regularly to assess progress and ensure the agreed support is being provided.

11.3 Review of progress

When informal support has been completed, the appraiser [a member of the senior leadership team] will meet the teacher to review progress. If the appraiser is satisfied that the teacher has made, or is making, sufficient improvement in their performance, the appraisal process will continue as normal, with any remaining issues continuing to be addressed through the normal appraisal process.

11.4 Transition to capability procedures

If a teacher demonstrates serious underperformance or has not responded to the informal support process, we will notify the teacher in writing that:

- The appraisal system will no longer apply to them
- Their performance will be managed under the capability procedure
- They will be invited to a formal capability meeting

We will also seek specialist advice from our HR provider at this stage, as appropriate.

We may also trigger disciplinary procedures in cases of misconduct or breach of professional standards. These are 2 separate procedures but, if appropriate to the circumstances, they can run concurrently.

See our disciplinary policy for more information.

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.

This policy will be reviewed every 3 years.

The governing board's resources and personnel committee 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 about a teacher's performance. It applies to all staff, not just teaching staff.

The **pay policy** sets out how pay increases will be awarded, following the completion of a teacher's appraisal where appropriate.