



## APPRAISAL POLICY ( TEACHING STAFF)

*This policy/procedure/guidance is written by Worcestershire County Council HR and has been adopted by DOWMAT Board on 10.10.24 to apply to all schools in the DOWMAT. It is to be read in conjunction with the DOWMAT Scheme of Delegation (HR policies and procedures section and Appendix 1.).*

# DoWMAT Vision and Values

## Our Vision

DOWMAT's vision is to foster an inclusive, nurturing environment where everyone flourishes - academically, spiritually, and personally. Rooted in Christian values, we prioritise the vulnerable, promote work-life balance, and strive to deliver exceptional education, while celebrating each academy's unique identity—reflecting the fullness of life promised in John 10:10.

**'To love, to learn, to serve - through collaboration, honesty, and hope.'**

## Our Values

### Love

We are committed to **Compassion and Care**: As Christ commands, we strive to love one another deeply, fostering empathy, respect, and kindness. We create a culture where we genuinely care for each other, supporting personal, professional and spiritual growth, as we walk in His love.

### Learn

We are committed to **Continuous Growth and Wisdom**: Following the call to grow in knowledge and understanding, we cultivate a culture of curiosity, adaptability, and continual improvement. We encourage all to seek wisdom and learning, guided by God's truth, that we might serve more effectively.

### Serve

We are committed to **Service and Impact**: Inspired by Christ's example of humble service, we dedicate ourselves to serving others, contributing to the well-being of our schools, communities, and beyond, bringing His light and love into all we do.

### Collaboration

We are committed to **Unity in Purpose**: We value working together in mutual respect, knowing that through collaboration, we can have a greater impact supporting each other to achieve our shared vision.

### Honesty

We are committed to **Integrity and Truth**: Following Christ's call to live in truth, we foster a culture of honesty, transparency, and trust, ensuring that our actions reflect His integrity in all dealings, upholding the highest ethical standards.

### Hope

We are committed to **Inspiring Hope and Faith**: As bearers of Christ's hope, we instil in every individual the belief in their God-given potential to achieve great things, trusting in His plan to bring good out of all circumstances, and inspiring hope for a future filled with His promises.

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## 1. Purpose

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.

Appraisal in this school will be a supportive and developmental process designed to ensure that all teachers have 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 governing body is committed to ensuring consistency of treatment and fairness in appraising teacher performance and will abide by all relevant equality legislation.

This model policy will be read in conjunction with the accompanying guidance notes.

## 2. Application

This Policy **applies to the headteacher and to all teachers employed by the school except:**

- **teachers on contracts of less than one term**
- **those undergoing statutory induction (ECTs) or**
- **those who are the subject of capability procedures.**

It should be read in conjunction with the school's pay policy, which provides details of the arrangements relating to teacher's pay, the School Teachers' Pay and Conditions Document and the Education (School Teachers Appraisal (England)) Regulations 2012.

This policy does not apply to non-teaching staff in schools. Where appropriate, separate appraisal procedures are in place.

## 3. The Appraisal Period

**The appraisal period will run for twelve months** from \_\_\_\_\_ to \_\_\_\_\_ *(insert dates)*.

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. Teachers who are on maternity leave and those on long term sickness absence, please refer to section 17 Absence. **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.**

It is recommended that all teachers will receive a written appraisal report no later than 31<sup>st</sup> October and 31<sup>st</sup> December for Head Teachers, unless the practicalities of the performance management process make this difficult to achieve, in which case it will be issued as soon as possible after this date.

Where a teacher begins or ends employment with the school during the appraisal period, a longer or shorter appraisal period may be applied, e.g., a two-term appraisal period for teachers who start with the school on 1 January.

## 4. Appointment of Appraisers

## 5. Headteacher:

**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 and identifying the standards against which performance will be assessed, will be delegated to a sub-group consisting of normally three members of the governing body.

## **6. Teachers:**

The headteacher will decide who will appraise other teachers. All appraisers will have qualified teacher status and relevant experience. If the headteacher appoints an appraiser who is not the teacher's line manager, the appraiser to whom they delegate those duties will have an appropriate position in the staffing structure, together with the necessary background knowledge, skills, and training to undertake the role.

Where a teacher has more than one line manager the headteacher will determine which line manager will be best placed to manage and appraise the teacher's performance.

Where it becomes apparent that the appraiser will be absent for most of the cycle or is unsuitable, the headteacher may perform the duties or delegate the appraiser's role to another teacher. Where this teacher is not the appraisee's line manager, the teacher will have an equivalent or higher status in the staffing structure as the teacher's line manager.

An appraisal period will not begin again in the event of the appraiser being changed.

All appraisers will be appropriately trained in appraisal procedures.

## **7. Quality Assurance**

### **8. Headteacher Appraisal**

The governing body will *(delete the options that do not apply)*:

Option 1: *nominate the chair of the governing body, who will be involved in the headteacher's appraisal or any appeal relating to it, to ensure that the headteacher's objectives are consistent with the school's improvement plans, contribute to improving the education of pupils and comply with the school's appraisal policy and the Regulations.*

OR

Option 2: *nominate (up to three governors – state the number), who will be involved in the headteacher's appraisal or any appeal relating to it, to ensure that the headteacher's objectives are consistent with the school's improvement plans, contribute to improving the education of pupils and comply with the school's appraisal policy and the Regulations.*

OR

Option 3: *choose not to quality assure the objectives.*

### **9. Teachers' appraisal**

The school operates a system of moderation to ensure that all appraisers are working to the same standards. Objectives will be moderated across the school to ensure that they are consistent between

teachers with similar experience and levels of responsibility and meet the requirements stated in 7 (Setting Objectives).

Where the headteacher has delegated the role of appraiser, they will (*delete the options that does not apply*)

Option 1: *moderate all the objectives*

OR

Option 2: *moderate a sample of objectives to check that they:*

- *contribute to improving the education of pupils*
- *are consistent with the school's improvement plans*
- *comply with the school's appraisal policy, the regulations, and the requirements of equality legislation*
- *are written in such a way that measuring success can be done objectively*

The governing body will review the quality assurance processes when this policy is reviewed.

## **10. Pay Progression**

Where teachers are eligible for pay progression (see the School's Pay Policy for further detail on pay progression), the recommendation made by the appraiser will be based on the assessment of their overall performance against the agreed objectives and teachers' standards contained in the appraisal planning statement (see annex 1A in guidance notes). The recommendation made by the appraiser will be passed to the governing body via the headteacher. It is for the "relevant body" (the governing body or its pay committee) to consider recommendations and make decisions about pay.

An unsuccessful pay progression (performance award) will not necessarily mean a teacher is in formal capability proceedings; a teacher may just not have satisfied their overall objectives to a sufficient standard. Where a teacher is in formal capability proceedings, the Appraisal process ceases and pay progression cannot be awarded.

The governing body will ensure that decisions on pay progression are made no later than 31<sup>st</sup> October for teachers (31<sup>st</sup> December for Head Teachers) unless the practicalities of the performance management process make this difficult to achieve.

## **11. Setting Objectives**

**The headteacher's objectives will be set by the governing body after consultation with the external adviser.**

**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 clearly defined and will be:

- Specific, Measurable, Achievable, Realistic and Time-bound
- appropriate to the teacher's role and level of experience.
- fair and equitable in relation to teachers with similar roles/responsibilities and experience
- consistent with the school's strategy for achieving a work/life balance for all staff
- set against the teachers' standards and reflect the appraisee's professional aspirations
- aligned with the school's priorities and plans.

Appraisers and appraisees will be clear what success will look like and how progress will be measured.

**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.** This will be ensured by quality assuring all objectives against the school improvement plan as outlined above.

In this school, other than in exceptional circumstances, all teachers, including the headteacher, will have no more than three objectives.

Appraisees may append their comments alongside their objectives.

The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised, following consultation, if circumstances change.

**Before, or as soon as practicable after, the start of each appraisal period, each teacher will be informed of the standards against which their performance in that appraisal period will be assessed.**

With the exception of those who are qualified teachers 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 (introduction updated June 2013) For qualified teachers holding QTLS status, the headteacher or governing body (as appropriate) will decide whether they should be assessed against the Teachers' Standards or assessed against other sets of standards published by the Secretary of State that are most appropriate to them.

The standards and objectives against which performance will be assessed will be detailed in the appraisal planning statement.

## **12. Reviewing Performance**

## **13. Observation**

The school believes that observation of classroom practice and other responsibilities is important both as a way of assessing teachers' performance to identify any strengths and areas for development they may have and of gaining useful information which can inform school improvement more generally and enabling teachers to learn from each other and collaborate. All observation will be carried out in a supportive fashion.

For the purpose of appraisal, teachers' performance will be observed on an appropriate and reasonable number of occasions and will be agreed by the appraiser with the appraisee according to the individual circumstances of the teacher and the overall needs of the school (see Classroom Observation section in guidance notes). The number and duration of appraisal observations will be in accordance with the school's observation protocol, which includes provision for exceptional circumstances where concerns have been raised about a teacher's performance, or where the teacher requests additional observation visits.

It will not be over-burdensome for the teacher or appraiser. Feedback will be given as soon as possible after any observation.

Classroom observation will be carried out by those with QTS/QTLS.

In addition to formal observation, headteachers or other leaders with responsibility for teaching standards may "drop in" in order to evaluate the standards of teaching and to check that high standards of professional performance are established and maintained. (See Appendix 1 - Observation Protocol)

Teachers (including the headteacher) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

#### 14. Other forms of monitoring

In addition to observation, other forms of monitoring and gathering information about performance may also be used, such as: learning walks, work sampling, analysing pupil progress data.

#### 15. 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 become known. Feedback will highlight areas of strength as well as any areas requiring development.

#### 16. Evidence

The range and level of evidence collected for appraisal and pay determination purposes will always be proportionate and minimise workload.

#### 17. Teachers experiencing difficulties.

Where, during the appraisal period, there are concerns about any aspects of the teacher's performance, support and guidance will be provided with the aim that the teacher's performance improves. Please refer to Teachers Experiencing Difficulties Policy & Procedure.

#### 18. Annual Assessment

Unless moving into the Teachers Experiencing Difficulties Procedure before the end of the appraisal period, each teacher's performance will be formally assessed in respect of each appraisal period.

Assessment against the Teachers' Standards will start from the premise that all teachers are meeting the Teachers' Standards and will be assessed as meeting these unless clear, compelling written evidence to the contrary is provided.

**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 each term.

**The teacher will receive as soon as practicable following the end of each appraisal period – and can comment in writing on – a written appraisal report.** (*In this school this includes the use of online performance management systems.*) In this school, teachers will receive a written appraisal reports no later than 31<sup>st</sup> October and 31<sup>st</sup> December for Head Teachers.

**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** (NB – pay recommendations need to be made no later than 31<sup>st</sup> October for all teachers and 31<sup>st</sup> December for Head Teachers)
- space for the teacher's own comments

- (Schools to say here what else, if anything, their appraisal reports will include).

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

### **19. Transition to Teachers Experiencing Difficulties**

If, during the appraisal period and following review of progress, no or insufficient improvement has been made, the appraiser will inform the teacher of this. Written confirmation will be provided within 5 working days, covering the concerns, action taken, review outcomes and recommendations. Where the appraiser is not the headteacher, a copy of the written confirmation will be sent to the headteacher (or chair of governors if the headteacher) for them to determine whether the Teachers Experiencing Difficulties Procedure will commence. The headteacher (or chair of governors) will inform the teacher of the decision, in writing, within five working days of receipt of the recommendation.

Where the decision is to move to the Teachers Experiencing Difficulties Procedure, the teacher will be notified in writing that the appraisal system will no longer apply, that their performance will be managed under the Teachers Experiencing Difficulties policy & procedure and the teacher will be invited to a Teachers Experiencing Difficulties meeting.

The informal capability procedures will be conducted as outlined in the Teachers Experiencing Difficulties Policy & Procedure.

### **20. Support and Professional Development**

Appraisal is a supportive process which will be used to inform continuing professional development (CPD). 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.

### **21. Retention of Appraisal Records**

The governing body and headteacher will ensure that all written appraisal records are retained in a secure place for current year plus 5 years (6 years) and then destroyed.

### **22. Monitoring and Evaluation**

The governing body will monitor the operation and outcomes of appraisal arrangements to ensure consistency of application and adherence to equalities legislation, to ensure that the policy operates in accordance with the duties to promote equality, to eliminate discrimination and to promote good relations between staff with protected characteristics as required under the Equality Act 2010.

The school will ensure that individuals' personal data is handled in accordance with General Data Protection Regulations (GDPR).

### **23. Review of Policy**

The policy will be revised as required to introduce any changes in regulation and statutory guidance to ensure that it is always up to date.

The governing body will seek to agree any revisions to the policy with the recognised trade unions having regard to the results of the consultation with all teachers.

To ensure teachers are fully conversant with the appraisal arrangements, all new teachers who join the school will be briefed on them as part of their induction to the school.

#### **24. Access to Documentation**

All teachers will be provided with access to the school improvement plan and the school's self-evaluation form.

#### **25. Confidentiality**

Confidentiality underpins the appraisal process. However, there may be a need to share some details with governors and other key members of staff for a variety of reasons, including:

- planning continuing professional development
- quality assurance
- pay recommendations
- making efficient use of aggregated lesson observation information for a variety of school leadership purposes

In addition, Ofsted may investigate the effectiveness of the appraisal policy and process. In so doing, however, the confidentiality of the process for individuals will not be compromised.

In so far as possible, information will be anonymised.

#### **26. Absence**

If a member of staff is on long-term absence (e.g., long term sickness, maternity, parental, unpaid leave, secondment etc), it may be appropriate for the appraiser to review and re-focus objectives with the appraisee. Any sickness absence will be managed in accordance with the sickness absence management procedure.

#### **27. Policy History**

Version	1.0
Date First Issued:	September 2024
Last Updated:	Appendix 2 updated to reflect the proforma in use across the trust (September 2025)

# Appendix 1

## Classroom Observation Protocol

### Introduction

The governing body 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
- respect the confidentiality of the information gained.

The headteacher has a duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained.

Observation enables the appraiser to assess a teacher's classroom and teaching practice against the teaching standards and to assess the teacher's progress in relation to agreed objectives.

The amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the school but should reflect and be proportionate to the needs of the individual.

Information gathered during the observation can be used, as appropriate, for other purposes, such as subject area reviews, informing school self-evaluation and school improvement strategies, thereby seeking to minimise the total number of observations of a teacher.

### Arrangements for observations:

Observations should be proportionate to the needs of the individual to support the achievement of their objectives and other performance criteria, such as standards of teaching, and should reflect their individual circumstances.

There may be circumstances justifying or requiring additional observation, for example, where the appraisee requests additional observations or where concerns have been raised about a teacher's performance.

Observations will take place throughout the appraisal cycle. The focus of and arrangements for observations will normally be established at the planning meeting between the teacher and appraiser and will be included in the planning statement. They will be reviewed as necessary at any feedback or subsequent review meeting.

In keeping with the commitment to be supportive and developmental, classroom observations will be notified in advance.

Classroom observations will only be undertaken by persons with QTS. Headteachers should ensure that those who undertake observations have had adequate preparation and have the appropriate professional skills to undertake observation and to provide constructive oral and written feedback and support, in the context of professional dialogue between colleagues.

**Feedback:**

Feedback about lesson observations should be developmental.

Oral feedback will be given as soon as possible after the observation in an appropriate and timely manner.

Written feedback will ideally be provided within five working days of the observation taking place unless circumstances make this impossible. This should include the date on which the observation took place, the lesson and length of lesson observed, feedback and any subsequent follow-up work/actions. The teacher has the right to append written comments on the feedback document.

If issues emerged from an observation that were not part of the original focus of the observation these should also be covered in the written feedback and the appropriate action taken in accordance with the regulations and guidance.

No written notes in addition to the written feedback will be kept.

**Drop-ins:**

The headteacher (or other leaders with responsibilities for teaching standards) has the right to “drop in”. They do not, of themselves, form part of the formal appraisal process of individuals.

## Appendix 2

### TEACHER PERFORMANCE REVIEW

Name:	Job Title:
Line Manager:	Does the job holder have a Job Description: Yes / No
Date of Current Review:	Date of Last Review:

**Please consider, discuss and record the findings of your shared discussion**

#### 1. Self Evaluation – Teaching Standards / Threshold Standards

<https://www.gov.uk/government/publications/teachers-standards> please discuss any standards teachers feel are strengths or areas of concern. <https://www.rbkc.gov.uk/pdf/Post%20threshold%20standards.pdf> M5 & 6 teachers may want to reflect on the Threshold standards prior to application for Upper Pay Scale. Teachers on UPS will need to check they are still fulfilling the standards to show they are sustained over time.

Assessment against teacher standards	Meets	Exceeding
Set high expectations which inspire, motivate and challenge pupils	Through discussion – evaluation made.	
Promote good progress and outcomes by pupils		
Demonstrating good subject knowledge		
Planning and teaching well-structured lessons		
Adapt teaching to respond to the strengths and needs of all pupils		
Make accurate and productive use of assessment		
Manage behaviour effectively to ensure a good and safe learning environment		
Fulfil wider professional responsibilities		

#### 2. Comment on those areas which have been performed very well during the review period.

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#### 3. Feedback from Monitoring & Evaluation

(SLT please refer to the Leadership QA folder for any evidence recorded by members of SLT other than yourself)

**Key Strengths**

**Priority Areas**

<p><b>4. In which areas have things not gone so well and why?</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
<p><b>5. Staff wellbeing – Pastoral / Relationships / Flexible working / Control / Demands/ Workload</b></p>
<p><b>6. Are there any items no longer appropriate to include in the job description? Any additional areas of responsibility that should be added?</b></p>
<p><b>7. Pay progression recommendation (if applicable) Y/N Detail:</b></p>

<b>Date</b>	<b>Professional Learning Activity</b> Please record all Professional Learnings Activities that you have been involved in both in and out of school

<p><b>Career Aspirations and planned professional learning activity for 2025-26</b></p>
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<b>Checklist</b>	<b>Reviewed?</b>
Evidence in books	
Lesson observation	
Pupil discussion	
Teacher completed their training record	
Does the teacher work in EYFS? Have they had Supervision?	

<p><b><u>Sources of Evidence</u></b>          Assessment Data          Planning records          Lesson observations          Enquiry Walk feedback          Pupil Discussions          Work Scrutiny          Professional Dialogue</p>
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<p><b>Appraiser comments:</b></p>
<p><b>Reviewer comments:</b></p>

## Targets

There should be no more than 3 targets which should be challenging and measurable. At least one should relate to some aspect of professional learning and at least one should relate to the role being carried out. Targets must be agreed with the appropriate line manager. In line with the Making Data Work Dfe response 2018 data must not be a driving factor in targets nor success criteria.

### Appraisal Objectives –

Objective	Success Criteria / Actions / Evidence/Timescale	Progress Comments (Mid Year & End of Year)
1.		•
2.		•
3.		•