

Berkswich CE Primary School			
Reference Number S8b	Shared with Staff February 2025	Ratified by Governing Board February 2025	Review Date February 2026
Policy Title	Appraisal Policy		

This policy operates within the Christian vision of the school and has been written to reflect an understanding that we are a school and people of life-long learning and growth.

Our Berkswich CE Vision

Berkswich CE, our vision is for all to flourish and live life in its fullness. Rooted in **faith**, inspired by **love** and empowered by **courage**, we nurture each member of our school family to grow in wisdom, discover their God-given potential and serve others with dignity and compassion.

1. Purpose

The purpose of this policy is to ensure that the standards of professional performance achieved by all staff are dealt with in a systematic and fair way.

The organisation is committed to supporting and retaining individuals who have the right motivation, skill and experience to make a positive contribution to the organisation's success and the delivery of high-quality education.

The organisation is committed to achieving this through:

- setting high standards of expectation consistent with the school community, expectations of our organisation and relevant professional standards;
- the application of consistent and fair procedures in accordance with good practice and equal opportunities;
- adhering to relevant employment legislation and statutory guidance.

This policy refers to the following legal frameworks:

- Equality Act 2010
- The School Staffing (England) Regulations 2009 (as amended)
- The Education (School Teachers' Appraisal) (England) Regulations 2012
- DfE (2025) Maintained Schools Governance Guide
- DfE (2019) 'Teacher appraisal and capability: A model policy for schools'
- DfE (2021) 'Teachers' Standards'
- DfE (2021) 'Staffing and employment advice for schools'
- DfE (2023) 'Implementing your school's approach to pay'
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2025) School teachers' pay and conditions document 2025 and guidance on school teachers' pay and conditions'
- DfE (2024) 'Teacher appraisal: Guidance for schools'
- DfE (2024) 'Managing Teacher's and Leader's Pay: Advice for maintained schools, MATs, academies and local authorities'

This policy operates in conjunction with the following school policies:

- Teacher Capability Policy
- Disciplinary Policy and Procedure
- Records Management Policy
- Whistleblowing Policy
- Teachers' Pay Policy
- School Improvement Plan

Accountabilities

The Headteacher is accountable for ensuring that managers are appropriately trained to implement this policy and for appointing appropriately skilled managers to appraise others.

Appraisers

All appraisers of teachers other than headteachers will have appropriate, relevant and current teaching experience and will have Qualified Teacher Status (QTS). All appraisers will receive sufficient and appropriate training before undertaking the role. The appraiser should have equivalent or greater level of responsibility than the colleague he or she is appraising, and normally have line management responsibility.

Where it becomes apparent that the appointed appraiser will be absent for the majority of the appraisal cycle, the headteacher may perform those duties him/herself or delegate those duties to another appraiser for the duration of the absence. Where possible, alternative appraisers will be offered to colleagues where there is a genuine and valid reason to appoint an alternative appraiser.

The governors will be responsible for:

- Reviewing and streamlining appraisal policies.
- Agreeing the extent to which specific functions relating to the appraisal process will be assigned to others.
- Ensuring that they are suitably trained on the appraisal process.
- Ensuring the effectiveness of this policy by monitoring and reviewing it annually.
- Ensuring that the appraisal process is managed in a way that avoids increased workload for all parties concerned.
- Ensuring that all members of staff have read and understood the provisions in this policy.
- Appraising the headteacher and setting their objectives, with advice from an appropriate and suitably skilled external adviser as necessary.
- Ensuring that all objectives contribute towards the school's Christian vision and SIPs and that they improve the education and growth of the children at Berkswich CE Primary.
- Taking advice from an external adviser on the assessment of the headteacher's performance as appropriate.
- Monitoring the outcome of the appraisal decision.
- Providing the headteacher with their agreed appraisal report.
- Ensuring all members of the board are informed that the appraisal process has taken place.
- Ensuring all members of the board are informed that that the review process has taken place.
- Making a recommendation on headteacher's pay, where relevant.
- Ensuring consistency of treatment and fairness, and abiding by all relevant equality legislation.
- Ensuring all delegated responsibilities are carried out.
- Determining the appraisal period that applies to teachers (including the headteacher).

The task of appraising the headteacher, including the setting of objectives, will be delegated to a sub-group, normally consisting of two or more members of the governing board. Where a headteacher is of the opinion that any of the governors appointed by the governing board is unsuitable to act as his/her appraiser, s/he may submit a written request for that governor to be replaced, stating the reasons for the request. Where possible, alternative appraisers will be offered where there is a genuine and valid reason to appoint an alternative appraiser.

The headteacher will be responsible for:

- Reviewing, developing, and streamlining the school's appraisal policy.
- Submitting the policy to the governing board for approval.
- Ensuring that teachers are fully aware of the policy.
- Moderating appraisal outcomes.
- Ensuring that teachers are notified in writing of any appraisal outcomes.

- Keeping and maintaining records of all decisions made relating to appraisal decisions.
- Ensuring appraisers receive relevant training.
- The day-to-day implementation of this policy.
- Ensuring that the appraisal process is managed in a way that avoids increased workload for all parties concerned.
- Deciding who will appraise teachers.
- Informing teachers of the standards against which their performance in the set appraisal period will be assessed.
- Conducting drop-in observations, where necessary, to evaluate standards of teaching and ensure high standards of professional performance are maintained.
- Providing teachers with their appraisal reports or delegating this task, as appropriate.
- Developing clear arrangements for linking appraisal to pay progression and advising the relevant body on pay recommendations for teachers, including whether a teacher at the school who applied to be paid on the upper pay range should be paid on that range.

Appraisers will be responsible for:

- Reviewing teachers' performance and professional development on an annual basis against the Teachers' Standards.
- Using their professional judgement to review teachers' performance.
- Addressing any concerns or difficulties that the teacher they are appraising has raised.
- Taking into account the expectations of the teacher in accordance with their role and the relevant stage of their career.
- Helping teachers reflect on their achievements and future development.
- Completing appraisal reports for the headteacher.

2. Scope

This policy applies to all employees including temporary, fixed term staff and casual staff dependent upon length of service. This policy sets out the framework for a clear and consistent assessment of the overall performance of employees including support staff, teachers and the Headteacher, and for supporting their development within the context of the organisation's plan for improving educational provision and performance to enhance pupil achievement, and the professional and organisational standards expected.

This policy does not apply to teachers appointed on contracts of less than one term, those undergoing induction (i.e. ECTs) and those who are subject to capability procedures. The Appraisal process will not be used as a substitute for informal programmes of support or counselling which should precede the initiation of a formal capability procedure.

At Berkswich CE, appraisal will be a supportive and developmental process designed to ensure that all employees have the skills and support they need to carry out their role effectively. It will help to ensure that all colleagues are able to continue to improve their performance and professional practice through high quality continuous professional development (CPD) and to develop their skills and practice further.

This procedure does not form part of your contract of employment and may be varied from time to time.

3. The Appraisal Period

Teachers and Support Staff- The appraisal period will run for twelve months normally from 1 October to 30 September.

All employees - staff 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.

There is flexibility to have a longer or shorter appraisal period when colleagues begin or end employment part way through an appraisal cycle.

Autumn term: Previous successes will be acknowledged. Objectives, success criteria, and supporting evidence will be determined between appraiser and appraisee.

Spring and summer term: Performance reviewed against objectives and standards; objectives may be amended if agreed by the appraiser and appraisee.

Summer and autumn term: Teacher receives their appraisal report that includes an assessment against their objectives and success criteria as established earlier in the academic year.

4. Setting Objectives

Objectives set will be personalised and relevant to the Teacher's performance against Teacher Standards. Objectives should be achievable over an agreed timeframe and criteria for success should be agreed at the beginning of the appraisal period. Objectives should be set at an appropriate level for the employee given their role and level of experience and be suitably challenging so that the improvement in the employee's performance is clearly demonstrated through changes in knowledge, skills and behaviours over the agreed timeframe.

Whilst common objectives may be agreed to support school development plans, all objectives should be relevant to the development area(s) identified for the individual employee.

The Headteacher's objectives will be set by the Governing Body after consultation with the external adviser and the Headteacher.

Objectives for each employee will be set before or as soon as practicable after, the start of each appraisal period. This will be quality assured by the Headteacher.

The appraiser and appraisee will seek to agree the objectives but where a joint determination cannot be made the appraiser will make the determination. The appraisee may request moderation and should this be unsuccessful then the appraisee will be given the opportunity to append comments alongside their objectives. Objectives may be revised by agreement if circumstances change.

The objectives set will, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the education of pupils taking into account the professional aspirations of staff. Employees will not normally be given more than two objectives, the school believes that setting more than two objectives can cause increased workload and be inconsistent with the school's strategy for achieving work/life balance for all staff.

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

Teachers' Standards provide the context in which, through professional discussions, objectives are set, CPD needs identified, success criteria defined and the nature and extent of any required observations planned. The Teachers' Standards should not be used as a checklist but should inform the setting of targets. The agreed objectives will contain a description of what success may look like.

Numerical targets will not be used to set appraisal objectives. Whilst it may be helpful to use pupil outcomes to support a successful appraisal period, measurement of the improvement in individual performance should be considered against the relevant standards identified when setting performance objectives. Employees should be able to show that, over the appraisal period, their individual performance has improved through increased knowledge, skill and demonstration of identified work related behavioural attributes, such as the way in which they work with others and support organisation's values.

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.

5. Reviewing performance

Observation

As appropriate, observation of classroom practice and other responsibilities is important both as a way of assessing performance in order to identify any particular strengths and areas for development and of gaining useful information which can inform school improvement more generally. All observations will be carried out in a supportive manner and follow the school's set procedures.

The amount and type of observation will depend on the individual circumstances and the overall needs of the organisation.

The total period for classroom observation arranged for appraisal purposes for any teacher will not normally exceed three hours per cycle having regard to the individual circumstances of the teacher. There is no requirement to use all of the three hours. The amount of observation will reflect, and be proportionate to, the needs of the individual. Classroom observation of teachers will be carried out by those with QTS. All colleagues including Teachers and the Headteacher, who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

In the more general monitoring and evaluating of teaching standards, concerns may be identified. Any concerns that may arise should be discussed with the teacher.

Verbal feedback will be given promptly following any observation and written feedback will be provided within ten working days by the person who has undertaken the observation.

Support Staff

As appropriate, observation of professional duties and other responsibilities, including reviewing work evidence, is important both as a way of assessing performance in order to identify any particular strengths and areas for development and of gaining useful information which can inform school improvement more generally.

Development and support

Appraisal is a supportive process which will be used to inform CPD. The organisation encourages a culture in which all employees take responsibility for improving their performance through appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional and performance development needs and priorities of individual employees.

The CPD Plan will be informed by the training and development needs identified through the appraisal process and the organisation will ensure, as far as possible, that appropriate resources are made available to provide the identify support. This may include coaching, mentoring, work shadowing or training provided internally or externally.

An account of the support and development needs of teachers and support staff, including the instances where it did not prove possible to provide any agreed CPD, will form a part of the Headteacher's annual report to the Governing Body about the operation of the appraisal process in the school.

Appropriate consideration will be given for failing to make good progress towards meeting their performance criteria where the support identified or a suitable alternative has not been provided.

Feedback

Employees will receive constructive feedback on their progress towards the achievement of their appraisal objectives throughout the appraisal cycle e.g. following observation or review of work evidence. Feedback will be given in a supportive context highlighting particular areas of strength as well as any areas that need additional support in order to successfully meet their appraisal objectives. A written record on progress made should be kept detailing the date and key issues of any feedback and should form part of the appraisal documentation. Should either the appraiser or appraisee identify issues of concern, an interim meeting may be called to discuss any support that is necessary to address the concerns.

6. Annual Assessment

Performance will be formally assessed in respect of each appraisal period at the end of the annual appraisal process, however, performance and development priorities should be reviewed at an interim meeting part way through the appraisal cycle.

The whole process will have regard to the work life balance of all employees and of what can be reasonably expected of any employee in accordance with their contract of employment. Priorities or objectives may need to be reviewed if an appraisee's circumstances or responsibilities change. In such cases amendments will be agreed with the employee and confirmed in writing.

The employee will receive a written appraisal report, as soon as practicable following the end of each appraisal period, and they will have the opportunity to comment in writing on the report.

In this organisation, teachers and support staff will receive their written appraisal reports by 31 October. The Headteacher will receive their written report by 31st December.

The appraisal report will include:

- details of the objectives for the appraisal period in question;
- an assessment of the performance of their role and responsibilities against their objectives and the relevant identified standards;
- an assessment of the training and development needs and identification of any action that should be taken to address them;
- a recommendation on pay where that is relevant;
- the appraisee's own comments.

Consideration of any pay recommendations (as appropriate) will be made in accordance with the organisation's pay policy and the employee's terms and conditions of employment.

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

7. Appeals

At any point in the appraisal process, employees have a right of appeal in respect of application of the policy. The grounds for the appeal will determine the relevant appeal process to be used, for example, an appeal may need to be considered under the organisation's pay policy.

An employee wishing to appeal must notify the Headteacher in writing of their intention to appeal a decision made including their grounds of appeal. The Headteacher will confirm the relevant policy and procedure for the appeal which will set out the process and relevant timescales.

The appeal will take place within 10 working days of notification of appeal.

8. Data Protection

Employees must comply with the provisions of UK data protection law and the organisation's Data Protection Policies and Procedures at all times.

The organisation will comply with the provisions of relevant UK data protection legislation. Employee data will be processed by the organisation in accordance with the principles of that legislation and as set out in our privacy notice, as necessary for the performance of the employee's contract of employment and/or compliance with a legal obligation and/or the conduct of the organisation's business. The organisation will ensure that personal information about an employee, including information in personnel files, is securely retained for the period of time set out in the organisation's retention schedule.

Minutes of formal meetings will be given to you for your information and copies of notes, letters and other relevant documentation will be retained on file. Please note that you may exercise your data protection rights in relation to information processed in connection with your employment, as set out in our privacy notice.