Tarleton Holy Trinity Church of England (Aided) Primary School

www.tarletonholytrinity.org

Appraisal Policy for Teachers

(adopted county policy September 2024)

Policy

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Appraisal Policy for Teachers

This policy reflects the Christian ethos and vision statement of our school.

Our Vision Statement

Value… Dream… Achieve…
As a loving Christian family, our aspiration is for all everyone to flourish, safe in the belief that we, "…can do all things through Christ, who strengthens us" Philippians 4:13.
Everyone is valued, we all achieve and our dreams for the future begin.

LANCASHIRE COUNTY COUNCIL

MODEL APPRAISAL POLICY FOR
TEACHERS IN DELEGATED SCHOOLS (SEPTEMBER 2024)

The Governing Board of Tarleton Holy Trinity CE Primary School adopted this policy on 19th March 2025. The policy will be reviewed on an annual basis.

This Policy has been developed in consultation with the recognised Teacher Trade Unions. However some Teacher trade union representatives have confirmed that they do not agree with the full content of the Policy.

1. PURPOSE

1.1 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 personal and professional development within the context of the school's plan for improving educational provision and performance, and the standards expected of teachers/headteachers.

1.2 The appraisal policy will be used to address any initial concerns that are raised about a teacher/headteacher's performance. Where additional support has been provided within the appraisal process and this does not lead to the required improvement, then consideration of whether to commence the capability procedure will be made.

2. APPLICATION

2.1 This policy applies to the Headteacher and all teachers employed by the school, except those on contracts of less than one term, those undergoing induction (ie Early Career Teachers) and those who are subject to the Capability Policy.

2.2 Separate arrangements exist for the appraisal of school support staff https://schoolsportal.lancsngfl.ac.uk/sp_atoz/service.asp?u_id=3460&strSL=A

3. STATEMENT OF INTENT

3.1 Appraisal in this school will be a supportive and developmental process designed to ensure that all teachers/headteachers have the skills and support they need to carry out their role effectively. It will help to ensure that teachers/ headteachers are able to continue to improve their professional practice and to develop as teachers/headteachers.

3.2 The School Teachers Pay and Conditions Document states that *"Governing bodies and headteachers, in carrying out their duties, must have regard to the need for the headteacher and teachers at the school to be able to achieve a satisfactory balance between the time required to discharge their professional duties…and the time required to pursue their personal interests outside work".*

4. CONFIDENTIALITY STATEMENT

4.1 The School processes personal data collected under this policy in accordance with its data protection policy. All parties involved in this policy will be expected to observe the principle of confidentiality in relation to the contents of appraisals and any documentation that arises thereof.

4.2 Any documentation arising from, or the content of any discussions during appraisal meetings may be shared by the Headteacher/Appraiser with individuals involved in monitoring performance, or those involved in any capability proceedings that may follow and for quality assurance/moderation purposes. The Appraisee should be informed if documentation relating to their appraisal is shared.

4.3 Documentation arising from, or the content of any discussions during appraisal meetings should be stored securely and not stored, either electronically or manually, in any public areas in school/on the school's computer network.

4.4 Inappropriate access or disclosure of employee data constitutes a data breach and should be reported in accordance with the school's data protection policy. It may also constitute a disciplinary offence, which will be dealt with under the disciplinary procedure.

5. HEALTH & DISABILITY

5.1 The Appraiser should consider any ongoing health or disability affecting the Teacher/Headteacher during the appraisal cycle, including the possibility of considering whether any reasonable adjustments should be made. The Occupational Health Unit can provide advice in this respect if required.

6. GLOSSARY OF TERMS

Appraisee/ Teacher	Any reference to appraisee/teacher within this policy refers to the person being appraised, which may also include the Headteacher
Appraiser/ Reviewer	The person conducting the appraisal with the Teacher, which may also include the relevant committee of the Governing Board (in cases of Headteacher appraisal)
School day	One of the 195 days of the published school year when a teacher is required to be available for work under the School Teachers' Pay and Conditions Document.

7. THE APPRAISAL PERIOD

7.1 The appraisal period will run for 12 months, normally from 1 September to 31 August each year.

7.2 Teachers/Headteachers who are employed on a fixed term contract of less than one year should 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.

7.3 Where a Teacher/Headteacher 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 Board shall determine the length of the first cycle for that Teacher/Headteacher, with a view to bringing their appraisal cycle into line with the cycle for other teachers as soon as possible.

7.4 Where a teacher/headteacher transfers to a new post within the school part-way through a cycle, the Headteacher or, in the case where the employee is the Headteacher, the Governing Board shall determine whether the cycle shall begin again and whether to change the Appraiser.

8. APPOINTING APPRAISERS

Headteachers

8.1 The Headteacher will be appraised by a committee of the Governing Board, who have been delegated to perform that function, supported by a suitably skilled and experienced external adviser who has been appointed by the Governing Board for that purpose. Schools of religious character or foundation schools should ensure that foundation governors are appropriately represented on the committee.

8.2 Where a headteacher is of the opinion that any of the governors appointed by the Governing Board is unsuitable to act as their Appraiser, they may submit a written request for that governor to be replaced, stating the reasons for the request.

Other teachers

8.3 The Headteacher will decide who will appraise other teachers. However, the Headteacher will carefully consider any representations from a teacher or appraiser in cases where they do not believe that the Appraiser/Teacher relationship is appropriate.

8.4 If it becomes apparent that the Appraiser appointed by the Headteacher will be absent for the majority of the appraisal cycle, the Headteacher may perform those duties or delegate those duties to another teacher for the duration of that absence.

8.5 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.

8.6 Where a teacher is experiencing difficulties and the Headteacher is not the Appraiser, the Headteacher may undertake the role of appraiser.

9. SETTING OBJECTIVES

9.1 Objectives will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set will be Specific, Measurable, Achievable, Realistic and Time-bound (SMART) and will be appropriate to the Teacher/Headteacher's role and level of experience.

9.2 The Appraiser and Teacher/Headteacher will seek to agree the objectives but, if that is not possible, the Appraiser will determine the objectives. Objectives may be revised if circumstances change. Objectives will be quality assured/ moderated across the School to ensure that objectives set are consistent across teachers with similar experience and levels of responsibility.

9.3 The objectives set for each teacher/headteacher 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, and will include a description of what success may look like, where this is not obvious. The objectives may also take into account the professional aspirations of the Teacher.

9.4 The number and depth of objectives should be appropriate to the Teacher/Headteacher, their individual circumstances and role in school.

9.5 The process for monitoring progress against the objectives will be specific to each school. The monitoring that occurs may vary from school to school and will be dependent upon the role the Teacher has in school.

9.6 The appraisal process should include an assessment against the appropriate standards. Before, or as soon as practicable after, the start of each appraisal period, each teacher will be made aware of the standards against which their performance in that appraisal period will be assessed, in order that the Teacher can prepare for the appraisal meeting.

9.7 All teachers/headteachers should be assessed against appropriate standards contained in the DfE's "Teachers' Standards" (from September 2012), which the Teacher should be directed to. The Headteacher or Governing Board (as appropriate) will need to consider whether certain teachers should also be assessed against other sets of standards that are relevant to them e.g. LCC Post Threshold standards (Appendix A). Those paid on the Leadership Group Pay Range should also be assessed against the Headteacher Standards 2020. Qualified Teacher Learning and Skills (QTLS) holders may be assessed against the overarching professional standards for teachers in the lifelong learning sector, held by the Learning and Skills Improvement Service.

10. PAY PROGRESSION

10.1 From 1 September 2024, performance-related pay progression for all teachers has been removed from the School teachers pay and conditions document. Therefore pay progression should be awarded to all teachers and leaders who are not at the top of their respective pay range, unless the individual is subject to capability proceedings.

11. REVIEWING PERFORMANCE

11.1 There are a variety of ways to assess/gather evidence of the Teacher/ Headteacher's performance against the objectives set during the appraisal process. Classroom observation is also likely to form part of the review of performance for teachers with a classroom teaching role, as this can be an effective way of assessing teachers' performance to identify any particular strengths and areas for development they may have. It is also a method of obtaining information which can inform school improvement more generally.

11.2 All observations under this policy will be carried out in a supportive fashion, with professionalism, integrity and courtesy, and should result in a professional dialogue and constructive feedback. Verbal feedback should be provided as soon as is reasonably practicable after the observation, normally within 3 school days and written feedback within 5 school days, unless circumstances make this impossible. Classroom observation will be only be carried out by those with Qualified Teacher Status.

a. For the purposes of appraisal, teachers' performance will be monitored on an appropriate and reasonable number of occasions and will, as far as possible, be agreed by the Appraiser with the Appraisee based on the individual circumstances of the Teacher and the overall needs of the school.

11.4 Teachers' performance will be regularly monitored by, for example:

- Formal classroom observations
- Headteacher "drop ins"
- Book scrutiny
- Pupil Progress meetings
- Subject leader meetings
- Pupil interviews

11.5 For the purpose of professional development, feedback on lesson observations should be developmental, and not only a judgement using Ofsted grades.

11.6 The school may use the findings of each observation, including appraisal observations, for other management requirements (for example subject area reviews), thereby seeking to minimise the total number of occasions when teachers are observed.

11.7 In addition to formal observation, Headteachers or other leaders with responsibility for teaching and learning 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. The length and frequency of “drop ins” and the notice to be given will vary depending on specific circumstances.

11.8 Schools should consider developing a classroom observation protocol/ monitoring and evaluation schedule, which should provide details on the conduct of "drop in" and classroom observations. If such a protocol is developed, Headteachers should consult staff and school trade union representatives.

11.9 Teachers (including the Headteacher) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed in an appropriate and relevant manner as part of the Appraisal Policy.

11.10 In situations where the Teacher/Headteacher's performance becomes a cause for concern, additional review meetings may take place and additional support discussed, to assist the Teacher/Headteacher in achieving their objectives. During any additional meetings, the Appraiser will clearly outline the nature of the concerns, so that the Teacher/Headteacher is fully aware of what is required to achieve their objectives. In these circumstances, employees should be advised to seek the support of their trade union representative.

12. DEVELOPMENT AND SUPPORT

12.1 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.

12.2 As part of the appraisal process, the impact of any continuing professional development (CPD) on the Teacher's performance will be assessed.

12.3 The School CPD programme will be informed by the training and development needs identified as part of the appraisal process. In this regard, the Governing Board will ensure that in budget planning, as far as possible, resources are made available in the school budget for appropriate development opportunities.

12.4 In the case of competing demands on the school budget in relation to CPD opportunities, a decision on relative priority will be taken by the Headteacher with regard to the extent to which:

(a) the training and support will help the school achieve its priorities; and

(b) the CPD identified is essential for an appraisee to meet their objectives.

12.5 During the annual assessment/review meetings, account will be taken of circumstances where it has not been possible for the Teacher/Headteacher to fully meet their objectives because any support recorded in the planning statement has not been provided, taking into account the reason why the support has not been provided.

13. FEEDBACK

13.1 Teachers/headteachers will receive constructive feedback on their performance throughout the year and soon after any observation has taken place or other evidence becomes available. Feedback will highlight particular areas of strength as well as any areas for further development.

13.2 The objectives set for each teacher/headteacher 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. The monitoring of this will be specific to each School. The monitoring that occurs may vary from School to School and will be dependent upon the role the Teacher has in School.

14. TRANSITION TO CAPABILITY

14.1 If the Appraiser is not satisfied with progress made under the Appraisal Policy, the Teacher/Headteacher will be notified in writing by the Headteacher/Chair of Governors that:

i). the appraisal procedures will no longer apply and the Governing Board may decide to withhold pay progression
ii). their performance will be managed under the Capability Policy – See Section 8 of the Model Capability Policy for Teachers in Delegated Schools
iii). they will be invited to an informal capability meeting, with at least 5 school days' notice (A model letter to be used for this purpose is included within the Capability Policy)
iv). the matter will then be referred to a member of the School Senior Leadership Team (if the Appraiser is not a member of the School SLT).

14.2 The informal and formal capability procedures are contained within a separate Capability Policy.

15. ANNUAL ASSESSMENT

15.1 Each Teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the Headteacher, the Governing Board must consult the external adviser.

15.2 This assessment is the end point of the annual appraisal process, but performance and development priorities should be reviewed and addressed on

a regular basis throughout the year. This may include interim meetings at the request of the appraiser or appraisee. Performance objectives may be carried forward into the subsequent appraisal cycle.

15.3 The Teacher/Headteacher will receive a written Appraisal Report as soon as practicable following the end of each appraisal period, and have the opportunity to add comments. In this school, the Headteacher will receive their written appraisal report by 31 December each year and all other teachers will receive their written appraisal reports by 31 October, unless exceptional circumstances apply. The appraisal report will include:

- details and evaluation of the Teacher/Headteacher's objectives for the appraisal period in question;
- an assessment of the Teacher/Headteacher's performance of their role and responsibilities against their objectives and the relevant standards;
- an assessment of the Teacher/Headteacher's future training and development needs and identification of any action that should be taken to address them;
- a written pay recommendation is required for every teacher performance objectives with success criteria for the next appraisal cycle
- space for the Teacher/Headteacher to add their comments (if they wish).

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

16. TEACHERS ON PRE-PLANNED LONG TERM LEAVE OF ABSENCE (E.G. MATERNITY LEAVE) DURING ALL/PART OF THE APPRAISAL CYCLE

16.1 Where a teacher is absent from school due to maternity leave, it is unlawful to deny them an appraisal and subsequent pay progression on the grounds of maternity.

16.2 Schools should consider conducting an Appraisal Review prior to a teacher commencing a period of maternity leave, even if this is early in the appraisal cycle. Schools should not require teachers to use Keeping in Touch (KIT) days or Shared Parental Leave Keeping in Touch (SPLIT) days for the purposes of appraisal.

16.3 Schools may also consider conducting an Appraisal Review prior to a teacher commencing any other pre-planned long-term absence e.g. a period of extended unpaid leave, Adoption Leave, Shared Parental Leave, a pre-planned long-term sickness absence.

APPENDIX A

LCC POST-THRESHOLD STANDARDS

(1) Professional attributes

1.1 Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

(2) Professional knowledge and understanding

2.1 Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.

2.2 Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.

2.3 Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.

2.4 Have a more developed knowledge and understanding of their subjects/ curriculum areas and related pedagogy including how learning progresses within them.

2.5 Have sufficient depth of knowledge and experience to be able to give advice on the development and wellbeing of children and young people.

(3) Professional skills

3.1 Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/ curriculum knowledge.

3.2 Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.

3.3 Promote collaboration and work effectively as a team member.

3.4 Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

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Document reviews

We are aware of the need to review our school's documents regularly so that we can take account of:
new initiatives, changes in the curriculum, developments in technology etc.

This policy was adopted in September 2024

and will be reviewed in September 2025.

Signed by:

Member of staff responsible for this policy

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Governor responsible for this policy

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