

ADAMSRILL PRIMARY SCHOOL



TEACHER APPRAISAL POLICY

2026-27

Approved by:	Dr Increase Esoe	Date: September 2026
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Introduction

Appraisal arrangements [for schools] are set out in the Education (School Teachers' Appraisal) (England) Regulations 2012 (the Appraisal Regulations).

The Appraisal Regulations set out the principles that apply to teachers in all maintained schools and centrally employed (or unattached) teachers employed by a local authority, in each case where they are employed for one term or more. These regulations do not apply to any teacher undergoing an induction period or are subject to formal capability procedures. Maintained schools and local authorities must stay within the legal framework set out in the Appraisal Regulations, and all schools must adhere to any other relevant legislation that affects all employers (for example legislation on equality, employment protection and data protection).

The appraisal process should be intrinsically supportive and developmental, conducted within a school culture that values openness and fairness. Appraisal should be a non-bureaucratic process that recognises, encourages and validates a teacher's commitment to professional development, pedagogical excellence and effective performance. It should offer a supportive and safe environment where individual teachers and their line managers can have open and honest conversations about successes and areas for improvement. It should also address the support that will be provided to enable all teachers to achieve their objectives and continue to meet the teacher's standards.

Performance related pay was removed as a requirement from September 2024. Full details of salary progression are contained in the Pay Policy.

Reducing unnecessary workload should be at the forefront of any considerations around implementing appraisal processes (page 8 provides more advice and guidance on this).

Where there are concerns about aspects of the teacher's work performance, at any point throughout the appraisal process, teachers should receive informal focused support. In most cases this should be separate and come before any capability procedures are considered. This might include mentoring, training, or resources to address specific needs.

Teachers and school leaders should normally only enter capability procedures when there is unsatisfactory progress made with their work performance that the appraisal process, including the informal support mechanisms have been unable to address.

This appraisal guidance applies only to teachers, including school leaders, but schools are encouraged to adapt it for use with all staff. Advice can be sought from Schools' HR.

The appraisal model policy should be used as a reference point by schools and others as they review their policies to reflect the Appraisal Regulations. It is important that the appraisal is managed in a way that avoids increased workloads for all parties concerned, for example, reviewing the number and frequency of meetings and observations, and ensuring the process for collecting evidence is always proportionate.

Any queries regarding this model policy should be directed to Lewisham Schools' HR

Purpose

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including school leaders, 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.

Application of the policy

"The policy covers appraisal, applies to all teachers and school leaders employed by the school, trust or local authority, except those on contracts of less than one term, those undergoing induction (i.e. ECTs) and those who are subject to capability procedures."

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

Appraisal

Appraisal at Adamsrill will be a supportive and developmental process designed to ensure that all teachers have or fully develop the skills and access to 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 appraisal period

"The appraisal period will run for twelve months" from 1st September 2026 to 31st August 2027.

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 period will be determined by the duration of their

contract and an individual teacher's objectives should take account of the length of contract."

There is flexibility to have a longer or shorter appraisal period when teachers begin or end employment with a school or local authority or when unattached teachers change post within the same authority.

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."

In this school the task of appraising the school leader, including the setting of objectives, will be delegated to a sub-group consisting of three members of the governing body and these must not be parent governors or staff governors.

The headteacher will decide who will appraise other teachers.

Where 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 herself/himself or delegate those duties to another appraiser for the duration of that absence.

If the headteacher appoints an appraiser who is not the teacher's line manager, the appraiser to whom she/he delegates 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 is experiencing difficulties and the headteacher is not the appraiser, a suitably senior member of the leadership team may undertake the role of appraiser.

Setting objectives

Headteacher

"The headteacher's objectives will be set by the governing body after consultation with the external adviser". The governing body has a duty to have regard to the work-life balance of the school leader and objectives will reflect this.

The role of the external adviser - to use available evidence to advise the governing body on agreeing the head's objectives and reviewing performance against those objectives. Regulations require all schools to secure external advice. The work of the external adviser will normally include:

- reading, reviewing and analysing documents supplied, and giving written advice to the appointed governors, which review's the head's progress against objectives and suggests areas for future objectives;
- holding pre-review meetings with the head and with the appointed governors attending the review meeting and carrying out agreed functions;
- carrying out any agreed post-review work

The task of appraising the headteacher, including the setting of objectives, will be delegated to a sub-group consisting of normally three members of the Governing Body (this should not include parent governors or staff governors).

Where a headteacher is of the opinion that any of the governors appointed by the Governing Body is unsuitable to act as her appraiser, she may submit a written request to the Chair of Governors for that governor to be replaced, stating the reasons for the request. The final decision will rest with the Chair of Governors; however, advice may be sought from Schools' HR.

Teachers

"Objectives for each teacher will be set before, or as soon as practicable after, the start of each appraisal period". The school leader has a duty to have regard to the work-life balance of the teacher and objectives will reflect this. The objectives set for each teacher will be **Specific, Measurable, Achievable, Realistic and Time-bound** and will be appropriate to the teacher's role and level of experience.

Objectives and appraisal discussions will not be based on teacher generated data and predictions, or solely on the assessment data for a single group of pupils. The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. The appraisee can record their disagreement on the appraisal statement and this will be taken into account at the appraisal review. Objectives should be revised if circumstances change, such as but not limited to a teacher going on maternity leave, or undergoing surgery/medical treatment, to take account of the anticipated absence and to allow the teacher to meet reduced and attainable targets.

The agreed objectives can contain a description of what success may look like. Where use of numerical targets is appropriate, these will be reasonable, in the circumstances in which the teacher works, and it will be recognised that factors outside the teacher's control may significantly affect success.

The Headteacher/Governors will be mindful that setting too many objectives can lead to teachers experiencing unreasonable workload and pressure, making the objectives more difficult to achieve. Therefore, generally three to four objectives would be considered reasonable, save in exceptional circumstances where more objectives may be required.

"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". Objectives should 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.

"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 document called "Teachers' Standards" published in July 2011".

"For teachers who are qualified teachers by virtue of holding QTLS status, it is for the governing body or school leader to decide which standards are most appropriate".

Teachers' performance is assessed against their objectives, and the relevant standards. The appraiser will need to set out what they will take into account when making judgements as to whether teachers have met their objectives and the relevant standards. 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 should not be set if it is beyond the teacher's control to achieve them.

This might but does not have to 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.

Teachers on the upper pay scale

Teachers on the Upper Pay Scale

Teachers on the Upper Pay Scale are expected to continue to demonstrate the Teachers' Standards and make a sustained and substantial contribution to the school.

When setting objectives and reviewing performance, consideration may be given to the extent to which the teacher:

- acts as a role model for teaching and learning;
- supports the professional development of colleagues;
- contributes to whole-school improvement priorities;
- shares effective practice across the school; and
- demonstrates sustained impact beyond their own classroom.

The appraisal process for teachers on the Upper Pay Scale will remain supportive and developmental and will take account of the wider contribution expected of experienced

teachers while remaining proportionate and mindful of workload.

Leading Practitioner role

As stated in the school's Pay Policy it is not the intention of the governing body to create a leading practitioner role at this time but the governing body will review its position from time to time.

Reviewing performance

The school will set out what evidence they will take into account when making judgements about a teachers' performance and whether they have met the relevant standards and their individual objectives. This evidence will be decided upon when the objectives are being set at the beginning of the appraisal process.

This school believes that a range of different methods should be utilised, in a supportive fashion, to assess teachers' performance. Judgements relating to performance should be supported by evidence, agreed at the beginning of the performance cycle. Evidence should show and demonstrate a contribution towards:

- an increasing positive impact in pupil progress;
- an increasing impact on wider outcomes for pupils;
- improvement in specific elements of practice, e.g. lesson planning;
- an increasing contribution to the work at the school;
- an increasing impact on the effectiveness of staff.

The evidence gathered will largely be determined by the nature and scope of the agreed objectives and / or the Teachers' Standards. Examples of evidence may include:

- classroom observations
- task observations
- reviews of assessment results
- appropriate and relevant planning of learning
- internal tracking including pupil work sampling
- moderation within and across schools
- evidence supporting progress against Teachers' Standards

Any classroom or task observations will be carried out in accordance with the schools 'Monitoring and Evaluation Policy'. Classroom observation will be carried out by suitably trained appraisers. Appropriate notice of the date and time of the observation will be given and verbal feedback provided by the end of the next school day in a suitable private environment. Written feedback will be provided within 5 working days, unless circumstances make this impossible. The appraisee has the right to append written comments to the feedback document.

For appraisal purposes, the governing body is committed to ensuring that classroom and task 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; and
- respect the confidentiality of the information gained.

The arrangements for classroom / task observation will be stated in the appraisal planning statement and will include the amount of observation, specify its primary purpose, any particular aspects of the employee's performance which will be assessed, the duration of the observation, when, during the appraisal cycle, the observation is likely to take place and who is likely to conduct the observation.

Where evidence emerges about the teachers' performance, which gives rise to concern during the cycle, or where the teacher requests additional observation visits, additional observations may be arranged during the cycle.

Headteachers or other leaders with responsibility for learning and teaching standards may 'drop in' or undertake other observations to ensure that high standards of professional performance are established and maintained. The length and frequency of 'drop in' or other observation, and the notice to be given, will vary depending on specific circumstances but will be in accordance with the school's classroom observation and 'drop in' protocol. Additional monitoring activities such as task observation, reviews of assessment results and appropriate and relevant planning of learning may also be carried out.

For the purpose of professional development, feedback about lesson observations should be developmental, not simply a judgement using Ofsted grades, as in addition to performance management, observations can be used to share best practice and promote a learning culture.

The school will use the findings of each observation, including appraisal observations, for other management requirements, for example subject area reviews.

Teachers (including the head teacher) whose posts have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

It is important to our school that methods of assessing teacher performance do not add to teacher workload.

Continuing Professional Development (CPD) 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, through peer observation for example. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual teachers.

The school's CPD programme will be informed by the training and development needs identified as part of the appraisal process. The Governing Body will ensure in the budget planning that, as far as possible, resources are made available in the school budget for

appropriate training, and support agreed for teachers. As far as possible CPD will make best use of the school's own expertise. Teachers also have a responsibility to develop their own CPD and are expected to be proactive in developing their own practice to meet school objectives.

An account of the training and development needs of teachers will form part of the headteacher's annual report to the Governing Body about the operation of the appraisal process in the school.

With regard to the provision of CPD in the case of competing demands on the school budget, a decision on relative priority will be taken with regard to the extent to which:

- (a) the training and support will help the school to achieve its priorities; and
- (b) the CPD identified is essential for a teacher to meet their objectives.

Account will be taken in a review meeting of where it has not been possible for teachers to fully meet their performance criteria because the support recorded in the planning statement has not been provided.

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.

Assessment against Teachers' Standards

Teachers' performance will be assessed 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. School leaders and other appraisers should use their professional judgement when appraising teachers' performance. It is not necessary for schools to adopt rigid models that seek to set out exactly what the relevant standards mean for teachers at different stages in their careers and teachers should not be expected routinely to provide evidence that they meet all the standards.

Informal Support/Teacher Experiencing Difficulties

When dealing with a teacher experiencing difficulties, the objective is to provide support and guidance through the appraisal process in such a way that the teacher's performance improves and the problem is, therefore, resolved.

Where it is apparent that a teacher's personal circumstances are leading to

difficulties at school, reasonable support will be offered as soon as possible, without waiting for the formal annual assessment.

If an appraiser identifies through the appraisal process, or via other sources of information, for example parental complaints, that the difficulties experienced by a teacher are such that, if not rectified, could lead to capability procedures the appraiser, the headteacher, or a member of the leadership team, will, as part of the appraisal process meet the teacher to:

- give clear feedback to the teacher about the nature and seriousness of the concerns;
- give the teacher the opportunity to comment and discuss the concerns;
- give the teacher at least 5 working days' notice that a meeting will be held to discuss targets for improvement alongside a programme of support, and inform the teacher that he/she has the right to be assisted by a representative of an independent trade union or work place colleague, and at any future meetings where capability will be discussed
- in consultation with the teacher at the above meeting, an action plan with clear expectations and agreed support will be established (for example coaching, training, in-class support, mentoring, structured observations, visits to other classes or schools or discussions with advisory teachers), that will help address those specific concerns;
- make clear how progress will be monitored, setting a timescale(s) for improvement and when it will be reviewed;
- it may be appropriate to revise objectives, and it will be necessary to allow sufficient time for improvement. The amount of time is up to the school but should reflect the seriousness of the concerns as well as the impact on the children's learning and colleagues;
- explain the implications and process if no or insufficient improvement is made, e.g. commencement of capability procedure.

Informal support should be provided for a reasonable period to allow for performance improvement. Schools could decide this is a minimum of 6 weeks. However, the duration will be determined based on the specific circumstances, with appropriate support in place to facilitate improvement. The appraiser should meet with the teacher regularly to assess progress and ensure the agreed-upon support is being provided.

During this monitoring period the teacher will be given regular feedback on progress and arrangements will be made to modify the support programme if appropriate.

If sufficient progress is made such that the teacher is performing at a level that indicates there is no longer a possibility of capability procedures being invoked, the teacher should be informed of this at a formal meeting with the appraiser and/or headteacher. Following this meeting the appraisal process will continue as normal, with any remaining issues continuing to be addressed through that process.

However the teacher will be expected to maintain this level of standard.

Transition to Capability

If insufficient improvement has been made or the concerns are sufficiently serious, the teacher will be invited to a transition meeting to inform him/her that formal capability proceedings will need to be commenced under Stage 2 of the school's Capability Procedures. The teacher may be assisted by a trade union representative or work colleague and will have 5 working days notice of the meeting.

Disciplinary procedures will only be triggered by factors related to misconduct or breach of professional standards. Schools should be careful not to conflate these procedures but, if appropriate to the circumstances, they can run concurrently.

Advice may be sought from the School's HR at any stage of the process.

Annual assessment

"Each teacher's performance will be assessed in respect of each appraisal period. In assessing the performance of the headteacher/ CEO, 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 (*e.g. once a term*).

"The teacher will receive as soon as practicable following the end of each appraisal period" – and have the opportunity to comment on – "an appraisal report" (in practice the report could be produced using online performance management systems, which can help to reduce workload). "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";
- details of a discussion on wellbeing and workload and career progression/aspirations;
- "a recommendation on pay where that is relevant";
- (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.

The final version of the appraisal documentation will be placed on the teacher's file and a copy of their CPD made available to the school's CPD Coordinator. The sharing of such information is governed by the data protection principles under General Data Protection Regulation

APPEALS

Appraisal report

Where a teacher objects to any of the entries in the written appraisal report, those objections should be put in writing and, if requested, a meeting will be held to discuss this with the headteacher. If it relates to entries made by the headteacher, or where the headteacher has objections to any entries in his/her own report, the meeting will be held with the Chair of Governors or an alternative nominated governor not already involved in the process, as appropriate. There will be no further right of appeal beyond this meeting.

GENERAL PRINCIPLES UNDERLYING THIS POLICY

Consistency of Treatment and Fairness

The Governing Body is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.

Definitions

Unless indicated otherwise, all references to 'teacher' include the headteacher.

Sickness

If long term sickness absence appears to have been triggered by the commencement of monitoring or a formal capability procedure, the case will be dealt with in accordance with the school's absence policy and will normally be referred to the occupational health service to assess the member of staff's health and fitness for continued employment and the appropriateness or otherwise of continuing with monitoring or formal procedures. In some cases it may be appropriate for formal procedures to continue during a period of sickness absence. However, the views of the occupational health adviser will always be sought before a decision is reached.

Grievances

Where a member of staff raises a grievance during the appraisal or capability process, the appraisal or capability process may be temporarily suspended in order to deal with the grievance. Where the grievance and appraisal or capability cases are related it may be appropriate to deal with both issues concurrently. Advice should be sought from Schools' HR on a case by case basis.

Confidentiality & Professional Relationships

The appraisal and capability processes will be treated with confidentiality.

The process of gathering evidence for performance review will not compromise normal professional relationships between teachers. The governing body recognises that the appraiser will consult with, and seek to secure the agreement of, the teacher before seeking information from other colleagues about the work of that teacher.

However, the desire for confidentiality does not override the need for the head teacher, other members of the senior leadership team and governing body to quality-assure the operation and effectiveness of the appraisal system. The head teacher or appropriate colleague might, for example, review all teachers' objectives and written appraisal records personally – to check consistency of approach and expectation between different appraisers. The head teacher will need to be aware of any pay recommendations that have been made.

Monitoring and Evaluation

The governing body and head teacher will monitor the operation and effectiveness of the school's appraisal arrangements, including carrying out an annual equalities impact assessment.

Retention

The governing body and head teacher will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.