
TEACHER APPRAISAL POLICY & PROCEDURE FOR ALL CATEGORIES OF SCHOOL

Fully Adopted by

HEREFORDSHIRE PUPIL REFERRAL SERVICE



Responsible Management Committee (MC)	Well-being
Date adopted by MC	September 2026
Responsible Person	Deputy Headteacher
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1. INTRODUCTION

Governing Boards are required to have appropriate appraisal arrangements in place which allow schools to manage and review individual employee performance annually.

This procedure is designed in accordance with the Education (Schools Teachers' Appraisal) (England) Regulations 2012 and aims to:

- Set out the arrangements for appraising teachers, including the process and the responsibilities of individuals, while making sure these arrangements have a minimal impact on the workload of all parties concerned
- Ensure consistency and fairness across the school;
- Create a process where teachers' professional development is supported and encouraged, meets individual and school priorities, including ~~in the context of the school's latest Ofsted report, our~~ school improvement plan and the Teachers' Standards;
- Provide a supportive and safe environment for line managers and teachers to have meaningful, open and honest conversations about feedback and guidance, including successes and areas for improvement.
- Ensure teachers have the skills and knowledge they need to fulfil and excel in their role and provide an excellent education to our pupils.

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

2. DEFINITIONS

In this policy, the term 'teacher' refers to classroom teachers, school leaders and the headteacher

2.1 Early Career Teachers (ECTs)

Early career teachers starting their induction on or after 1 September 2021 are not subject to annual appraisal and pay review cycles during their induction period and are not covered by this policy.

Arrangements for ECT appraisals will follow the statutory induction process for ECTs.

3. LEGISLATION AND GUIDANCE

Maintained schools insert: The minimum national requirements for teachers' appraisal in maintained schools are set out in The Education (School Teachers' Appraisal) (England) Regulations 2012 ([legislation.gov.uk](https://www.legislation.gov.uk))

This policy is based on the model policy produced by the Department for Education (DfE).

Academies, including free schools insert: As an academy, we are free to determine our own appraisal arrangements. However, where a teacher's contract specifically incorporates conditions from The Education (School Teachers' Appraisal) (England) Regulations 2012 ([legislation.gov.uk](https://www.legislation.gov.uk)) these will continue to apply due to the Transfer of Undertakings (Protection of Employment) (TUPE) Regulations 2006, which protect employees' terms and conditions when a maintained school becomes an academy.

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Schools should apply a common-sense approach and are advised to review the DfE document “Making Data Work” and “Implementing your school’s approach to pay”, Managing Teachers’ and Leaders’ Pay 2024 and DfE Appraisal guidance July 2024

[Click here for links to 'Making Data Work', Managing Teachers’ and Leaders’ Pay - July 2024 and Teacher Appraisal - guidance for schools](#)

[Click here for the link to 'Implementing your school's approach to pay'](#)

[Click here for the link to Teachers Standards.](#)

4. SCOPE

This policy and procedure applies to all categories of schools and Pupil Referral Units.

If schools choose to modify this policy or adopt a different procedure this should be consulted on with the recognised trade unions.

The appraisal policy applies to all teachers employed by the school or local authority, except those on contracts of less than 1 term, those undergoing induction and those undergoing capability procedures.

5. PRINCIPLES

5.1 Fairness

- Appraisals represent an opportunity to assess employee performance against specific objectives and provide a mechanism to discuss development.
- It is important that appraisals are conducted fairly and objectively.
- To ensure confidentiality, only the appraisee, appraiser, and Head Teacher will be aware of the agreed objectives. These objectives will not be shared with others unless the appraisee gives their consent for them to be used to support professional development opportunities.
- No employee will be treated unfavourably on the grounds of the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex or sexual orientation, or any other grounds.
- The Government’s expectation is that good classroom teachers should expect to reach the maximum of the main pay range within 5 years.

6. APPRAISAL PERIOD

The appraisal period will last for 12 months beginning on the first day of the autumn term. Appraisals will be held during the autumn term.

For teachers on fixed-term contracts of less than 12 months, the appraisal period will be determined by the duration of their contract.

Teachers who start at or leave the school during the appraisal period can have a longer or shorter appraisal period in that appraisal round.

It is intended that the teachers will have had their annual appraisal meeting and received their appraisal report by 31st October. It is recommended that every employee has a mid-year review appraisal discussion.

Any award will be backdated to 1st September. Please see HR007(SCH) Pay Policy for further information.

The timeframe for holding annual appraisal discussions will be communicated to all staff.

7. SETTING OBJECTIVES

Appraisee's objectives will be set before or as soon as possible after the start of the appraisal period.

The headteacher's objectives will be set by the governing board, in consultation with the external advisor.

Academies are not required to appoint an external advisor for headteacher appraisal except where the terms and conditions of the headteacher's contract specifically incorporate The Education (School Teachers' Appraisal) (England) Regulations 2012 which require the appointment of an external advisor.

Objectives may:

- Contribute to improving the education of pupils at the school and the implementation of any school improvement plan. The appraiser should quality assure all objectives against the school improvement plan.
- Be specific, measurable, achievable, realistic and time-bound (SMART)
- Be appropriate to the teacher's role and career experience
- Be revised if circumstances change throughout the year
- Be proportionate and take into consideration the work-life balance of the teacher
- Have a strong focus on effective professional development to make sure the teacher stays up to date with the latest methodologies, technologies and educational research
- Any disagreement between appraiser and teacher should be documented in writing

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

If an Appraisee's circumstances change, for example due to maternity or long-term/serious illness, objectives should be revised to consider any anticipated absence and allow the teacher to meet reduced and attainable targets.

When objectives are set, appraisee's will also be informed of the standards of their performance, eg Teachers' Standards will be judged against. For QTLS holders, this may include the overarching professional standards for teachers in the lifelong learning sector, held by the Learning and Skills Improvement Service.

The appraiser and appraisee will seek to agree the objectives but, if that's not possible, the appraiser will determine the objectives.

It is recommended and accepted practice within Herefordshire that appraisee's have three objectives.

The criteria for the objectives should be made clear to the employee so they are aware of what success should look like.

Appraisees should have the chance to challenge the use of inappropriate evidence, (for example, raw numerical data).

See Appendix 2 (Making Data Work) and Appendix3 (Setting Objectives) for further guidance on setting objectives and for examples of layered objectives linked to the school improvement plan

8. REVIEWING PERFORMANCE (INCLUDING OBSERVATION PROTOCOL)

Line managers/appraisers are central to ensuring that the appraisal and pay determination process is carried out effectively and efficiently. Line managers should have regard to the work-life balance of their staff when setting objectives for the year ahead and governing boards should have regard to the work life balance of the Head teacher. Appraisers must take account of the principle that evidence for appraisals must be proportionate and clearly rooted within the appraisal process. It is also essential that all appraisers fully understand the appraisal process within their school and how it is linked to the school pay policy.

Appraisers should have the necessary skills to carry out these important functions. Schools should ensure that all appraisers are prepared for carrying out all elements of the appraisal process; training should be made available where necessary.

The task of appraising the head teacher, including the setting of objectives, will be delegated to a sub-group appraisal panel consisting of three members of the Governing Board.

Where a head teacher 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. The request will be considered and an alternative appraiser appointed where appropriate.

A range of evidence will be used to judge a teacher's performance:

- Formal and informal lesson observations
- Observations and results from wider school activities (if applicable)
- Pupil performance
- Reviews of planning and marking
- Quality of CPD courses completed
- Contributions to staff training or mentoring

8.1 Observation protocol

Observations are an important way of assessing teachers' performance. They can help identify a teacher's strengths and areas for improvement and can help identify areas of good practice that can be shared across the school.

There may be both formal and 'drop in' observations. Teachers with responsibilities outside the classroom will also have these responsibilities observed.

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All observations will:

- Be carried out in an objective, fair, professional and supportive manner
- Be carried out by teachers with Qualified Teacher Status
- Be focused on development
- Provide constructive feedback
- Be reasonable and proportionate
- Remain confidential to those who need to know details as part of their role

In addition to formal observation, head teachers or other leaders with responsibility for teaching standards may 'drop in' in order to evaluate standards of teaching and to check that high standards of professional performance are established and maintained.

The length and frequency of 'drop in' observations will vary depending on specific circumstances and will be determined by the school.

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

8.2 Learning Walks

Learning walks are structured walks through classrooms in order to provide evidence about pupil learning, pupil progress and areas for school development. They are intended to be constructive and developmental for the individual and to support a whole school and/or department wide improvement activity.

Learning Walks will usually be conducted by any member of the senior leadership team in order to monitor the quality of teaching and learning.

Staff will be advised when learning walks are due to take place and visits to individual classrooms would usually be no longer than 15 minutes in duration. However, the length and frequency of Learning Walks will vary depending on specific circumstances and will be determined by the school but should be reasonable and relevant to the circumstances.

Learning Walks may also involve the observer talking to pupils and looking at their work. Information gathered in a learning walk can be used to support and should be able to be used to develop and coach. If there has been evidence demonstrated during a learning walk that can be used to show objectives met for an appraisal, then this evidence will be used. Learning walks will not be used to evaluate performance that can be used for capability purposes.

When concerns are raised during a learning walk, the person conducting the learning walk will have a professional conversation with the teacher to discuss the issue which may result in support being initiated.

The number of learning walks should be reasonable and not be excessive.

8.3 Formal observations

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

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The teacher's workload and individual circumstances will be considered when determining the number of formal observations. For example, less experienced teachers who have recently started at the school will receive a number of formal observations to establish their strengths and areas for development.

A very experienced teacher may receive fewer observations.

There will usually be a limit of three observations for all purposes and the total time occupied by all observations will usually not exceed three hours per year. The focus and timing of observations should be agreed in the performance management/appraisal planning statement.

Generally, verbal feedback will be given the following day with written feedback provided within 5 working days.

8.4 Additional observations

Additional formal observations will take place if:

- The teacher requests them
- Where there are concerns about the teacher's performance
- The teacher is subject to formal capability proceedings

The above protocols will also apply to additional observations.

9. ANNUAL ASSESSMENT

Performance will be reviewed and addressed on a regular basis throughout the year.

The appraisal meeting is the end point of the annual appraisal process and will take place in the autumn term. In this meeting the appraiser will:

- Review the relevant evidence
- Assess performance in the appraisal period against the relevant standards
- Assess performance in the appraisal period against objectives
- Discuss the teacher's professional development needs and identify action that should be taken
- Discuss the teacher's wellbeing, career aspirations and any difficulties they may be facing
- Agree objectives for the next appraisal period in line with school priorities for teaching and learning, and Teacher Standards.
- If necessary, discuss underperformance and put a plan in place to address it. If a teacher continues to demonstrate underperformance and does not respond to support provided, they will be notified in writing that the appraisal process will no longer apply and that their performance will be managed under the capability procedure.

10. CONDUCTING ANNUAL APPRAISAL MEETINGS

10.1 Headteachers

The headteacher's appraisal meeting will be conducted by the governing board. To support the headteacher appraisal, the governors will appoint an external adviser with relevant skills and experience.

Although academies, including free schools, are not required to appoint an external adviser for headteacher appraisal, the appraiser should understand the relevant standards and be trained to carry out the role. Where the terms and conditions of the headteacher's contract specifically incorporate *The Education (School Teachers' Appraisal) (England) Regulations 2012*, an external adviser must be appointed.

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

10.2 Teachers

The headteacher will decide who will appraise teachers. This will normally be the teacher's line manager unless there is a good reason not to, e.g. poor or deteriorating working relationship between the teacher and line manager, including where a formal grievance has been lodged by the teacher citing their line manager.

Where teachers have an objection to the headteacher's choice, their concerns should be raised formally and will be carefully considered and if appropriate, an alternative appraiser will be offered.

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 or delegate those duties to another teacher who has undertaken the relevant training on appraisal procedures for the duration of that absence.

Appraisal meetings will take place within the teacher's normal working hours and will typically last for at least an hour. It is recommended that appraisal meetings are scheduled for an hour and an half.

All appraisers will be provided with appropriate training.

Head teachers 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.

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 that 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.

Schools should inform staff how objectives will be moderated across the school to ensure that they are consistent between teachers with similar experience and levels of responsibility.

11. APPRAISAL REPORT

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Teachers will be provided with a written report (Appendix 5 – template example) of their appraisal. This will be completed by the person who conducted the appraisal. All reasonable endeavours should be used to complete this within 10 working days.

This will include:

- An assessment of the teacher's performance against their objectives and the relevant standards
- An assessment of the teacher's training and development needs, and the action that should be taken to address them
- Reviews will be deemed to be successful unless concerns about standards of performance have been raised in writing with the teacher.

Please refer to Section 3 – Pay Progression and Section 3.1 – Accelerated Progression in the Teachers' Pay Policy (HR007 (SCH)) for further guidance.

There will be space in the report for the teacher's own comments, including any factor that may have impacted successful completion of a target

After the report has been issued, a review meeting will be held where teachers can discuss the contents of the report if they wish.

Teachers will sign the appraisal report to acknowledge that they have seen it and agree with its content.

Teachers can appeal to the headteacher (or to the governing board if the headteacher has carried out the appraisal), if they disagree with the contents of the report and any pay recommendation where relevant.

Headteachers can appeal to the governing board if they disagree with the contents of the report and any pay recommendation where relevant.

11.1 Maternity Leavers & Absent Employees

Schools need to take a practical and flexible approach to conducting appraisals and making pay decisions for those absent on maternity leave, including where a teacher has been absent for part or all of the reporting year. Schools should consider conducting appraisals prior to individuals departing on maternity leave, even if this is early in the appraisal year. In essence where an employee is absent due to maternity leave or long-term sickness, they will be eligible for pay progression unless there are subject to formal capability issues which have been discussed with the individual.

Schools should not require teachers to use Keeping in Touch (KIT) days for the purposes of appraisal. Further information is contained within the DfE Guidance Managing Teachers' and Leaders' Pay July 2024 pages 28-29.

Schools should also ensure that their pay and appraisal policies incorporate any adjustments which can reasonably be made to give a teacher who is absent for a disability related reasons an equal

opportunity to participate in appraisal and to access pay progression. Further information is contained within the DfE Guidance Managing Teachers' and Leaders' Pay July 2024 pages 28-29.

Head teachers and governors may wish to further reference the DfE guidance Managing Teacher and Leaders Pay (July 2024) page 29 regarding the Equality Act 2010.

12. CONCERNS ABOUT A TEACHER'S PERFORMANCE

If it becomes clear a teacher is having difficulties at any point during the appraisal period, they will be provided with additional support. Except in the most serious cases of persistent failures to meet job expectations, teachers and school leaders should not be placed on capability procedures without first undergoing a period of informal support. This support should have clear objectives, timelines and goals that are achievable. Informal support should be provided for a reasonable period (for example a minimum of 6 weeks) to allow for performance improvement.

This will begin with a meeting with their line manager where the problem will be discussed and potential solutions identified. A performance improvement plan may be created.

The nature of the support will be based on the individual's circumstances. For example, teachers whose difficulties are linked to a long-term health condition may be referred to occupational health. Teachers new to the school may be given a mentor or coach.

12.1 Transition to Capability Procedure

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

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

13. DEVELOPMENT 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.

Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual teachers.

The school's/academy's CPD programme will be informed by the training and development needs identified as part of the appraisal process.

The governing board 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 appraisees, maintaining access on an equitable basis.

14. CONFIDENTIALITY

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The appraisal process and relevant documents are strictly confidential. Only staff members who need the information in order to do their jobs will have access to the information. Information may only be released to any other person with the appraisee's consent.

Appraisal information will be anonymised when information is reported to the governing board.

Appraisal records will be kept securely in the teacher's personnel file for 6 years and in line with the school's data retention policy.

15. MONITORING ARRANGEMENTS

The governing board is responsible for adopting and implementing this policy and procedure.

The governing board and headteacher will monitor and review the effectiveness of the appraisal arrangements.

The headteacher or nominated representative will monitor objectives and assessments to ensure consistency.

HR Services and the Learning & Achievement Team will be notified of any cases where it is concluded that the policy was breached. The notification will indicate whether there are any changes or improvements required to the policies, procedure, training, support or any other aspect of the school's approach to grievance matters.

HR Services is responsible for ensuring the review of this policy and procedure.

16. LINKS WITH OTHER POLICIES

This policy should be read in conjunction with the Capability and Pay policies.

The Capability policy will be used where the appraisal policy has not been able to address concerns about a teacher's performance.

The Pay policy sets out how pay increases will be awarded.

The Early Career Teacher (ECT) Induction policy sets out the appraisal and pay arrangements for ECTs.

17. EQUALITY & CONSISTENCY

- With the agreement of the appraisee, documentation may be provided to the appropriately trained and elected trade union representative.
- Headteachers will be responsible for the quality assurance of the appraisal process and will ensure that there is equality and consistency at all stages of the process.
- Headteachers need to ensure moderation of initial recommendations with a view to putting individual pay progression recommendations to governing body for agreement.
- Where a school has more than 1 appraiser (other than the Headteacher) the Headteacher may be the moderator.
- Schools should refer to the DfE Guidance Document "Managing Teachers' and Leaders' Pay July 2024, page 25 for further information regarding the Equality Act 2010.

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18. COMPLIANCE

Failure to follow this procedure may impact on good employee relations and the reputation of the school and governing board as a good employer. In addition, it may result in the governing board breaching employment legislation, incurring financial penalties and / or damage to its reputation.

19. REVIEW

This document will be reviewed annually and kept up to date to take account of any uplift to the national framework and any legal changes or change to the staffing structure which have an impact on discretionary pay decisions. Teachers and representatives of recognised unions should always be consulted on formulating the policies and any changes to them.

20. Document Classification

Consultation Log

<i>Date sent for consultation</i>	<i>Consultees</i>
October 2024, February 2025, September 2026	<u>Herefordshire Council</u> Liz Farr - Service Director, Education, Skills and Learning <u>Schools/Academies</u> Rachel Ussher – Head teacher, Ledbury Primary School Paul Jennings – Head teacher, Fairfield High School Bev Blower – Executive Head, HPRS Tom Williams – Head teacher, The Bishop of Hereford’s Bluecoat School Lyndsey Manning – Head teacher, Trinity Primary School Steven Kendrick – Head teacher, Ashfield Park Primary School Nikki Gilbert, Head teacher, Westfield Special School Alex Davies, CEO Orchard MAT Tim Knapp, Whitecross High School Beth Stevens, Executive Headteacher River Wye Federation <u>Hoople Ltd (HR Services)</u> Julie Davies - HR Services Manager Helen Rees – HR Advisor -Schools <u>Trade Unions</u> Chris Lewandowski (NASUWT) Julie Turner (NASUWT) Paul Deneen (NEU) Ian Taylor (NAHT) Carol Rushton and Jakie O’Brian (ASCL) Rachael Lynch (Community TU) Tom Warnett (GMB) Helen Astley (Unison) David Stevens (Unison)

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Version Log

Version	Status	Date	Description of change	Reason for change	Pages affected
5.0	Final		New format	New format	All
6.0	Draft		Addition of appendix 3 -Layered objectives	Annual Review	24-32
7.0	Draft	30/10/2018	Added bullets to 3.1, 3.2 ,3.3 and section 7. Updated consultation log & amended policy review to annual. Added link to “Making Data Work”	Union feedback	3,4,9,14
8.0	Draft	04/09/2019	Added “Making Data Work” amendments from union meeting	Union feedback	
9.0	Draft	10/09/2019	Review as last years’ amendments were not given final sign off		All
10.0	Draft	06/10/2021	Minor amendments/ annual check	Annual Review	All
11.0	Draft	11/10/2022	Minor amendments/annual review. Removal of Career Expectations Guidance into new standalone document.	Annual Review	All
12.0	Draft	November 2023	Minor amendments. Updated guidance document links and page numbers. Removal of covid guidance.	Annual Review	All
13.0	Draft	October 2024	Links added to section 3 and section 7 to various DfE documents; Section 8 – Drop-in observations and Learning Walks combined under Learning Walks; Section 11 – Reference added to Pay Policy; Section 12 – DfE guidance re undertaking informal support added; Section 14 – Employee’s consent added; Appendix 3 – Performance objectives based on pupil progress deleted	Annual Review	All
14.0	Draft	September 2025	Section 7 – additional bullet points added, para re numerical data and long-term absence added Para 8.1 – additional bullet points added Para 12.1 – transition to capability added Appendix 5 – template form for pay progression recommendation Appendix 4 – removed	Annual Review	All
15.0	Draft	September 2026	Introduction Clarity around aims and who policy applies to	Annual Review	3

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16.0	Final	September 2026	Union comments included	Annual Review	
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APPENDIX 1 – DEFINITIONS & RESPONSIBILITIES

The meaning of some key words and phrases, for the purposes of this policy, are explained below:

Classroom Teacher – A qualified teacher who is not a member of the leadership group or on the pay range for leading practitioners

Work Colleague – A current employee from the individual's workplace or by mutual agreement, a current employee from another workplace.

Head teacher – The person responsible for leading and managing the school and has delegated powers to ensure capability issues are appropriately managed. References to the Head teacher shall include any nominated Deputy Head teacher acting on his / her behalf. Head teachers are responsible for making employees aware of this policy. Head teachers are responsible for ensuring that appraisal discussions are carried out effectively, and for monitoring adherence to the appraisal policy and procedure. Head teachers are responsible for ensuring that managers are trained to carry out appraisals

Appraiser – The person or panel who sets and monitors objectives and undertakes the appraisal.

Appraisee – The staff member – whose performance, professional development, and goals are being evaluated during an appraisal cycle.

Trade Union representative – A trade union representative (rep) is a union member who represents and gives advice to colleagues when they have problems at work. A rep may also discuss any concerns relating to the employer, accompany employees to formal hearings, represent employees in negotiations (pay/terms and conditions), development Health & Safety procedures with the employer and meet with the employer on behalf of the employee(s) to find workplace solutions. All Trade Union representatives of recognised trade unions must be appropriately trained and elected. Only Officers, (Usually County/District Secretaries), who have been elected and trained in negotiation and consultation are able to undertake this role. Trade Unions will be able to provide the names of those who have been trained and elected to undertake this work.

Working days – Any designated term-time or Teacher Education Training Day or any other contractual working day but excluding the day of any meeting and the day on which the notification of the meeting is sent to the employee.

LA – Local Authority

SMARTID – Principles of setting objectives. **S**pecific, **M**easurable, **A**chievable, **R**ealistic, **T**ime-bound, **I**mpactful and **D**ifferentiated.

ECT (Early Career Teacher) is a teacher in their **first two years of teaching after qualifying** in England. During this time, they receive extra support, training, and mentoring to help them develop their skills and confidence in the classroom. The term **ECT** replaced **NQT (Newly Qualified Teacher)**

QTLS – Qualified Teacher Learning and Skills.

QTS – Qualified Teacher Status.

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CPD – Continuous Professional Development

Employees are responsible for participating in appraisal review of their own development and progress towards agreed objectives. All employees should ensure that relevant documentation is completed with the line manager/reviewer.

Governing Boards are responsible for establishing arrangements for performance management and appraisal. Governing bodies are responsible for ensuring that the appraisal policy and procedure is embedded within the school and all employees have an annual appraisal discussion.

HR Services is responsible for providing timely and appropriate advice and support to the Head teacher or Governing Body as required. They are not responsible for making decisions in relation to this procedure; these remain the responsibility of the Head teacher and Governing Body. Human Resources Services is accountable for the advice they give.

APPENDIX 2 –MAKING DATA WORK

Head teachers and Line Managers should be mindful of the document [Making Data Work](#), when setting objectives. Particular attention should be given to the following extract from page 17 of the guidance.

Teacher Appraisal

Teachers should have goals that are within their control, that are closely tied to genuinely actionable behaviours, and that are aspirational yet achievable. School and trust leaders should also consider the burden of gathering evidence for performance management, and whether their approach is proportionate for all staff, including trainees and newly qualified teachers.

Individual performance of pupils in tests is due to a range of factors, and this should be recognised. Assessments are designed to evaluate, measure and report the progress and attainment of pupils, rather than evaluate the performance of teachers. Trying to hold teachers to account for assessments that they typically administer themselves undermines effective assessment and risks unduly distorting curriculum and classroom practice. The performance of a single exam class should also not be used as a principal measure of teaching quality in a performance management system, not least because it can distort the focus of teachers away from other classes. The exam performance of a class depends on many factors, most of which are outside the control of the person who happens to have them in their final year.

While data based on commercially produced predictions can play a helpful role in informing professional conversations about pupil achievement and the work of teachers, these systems produce ranges of grade estimates and inaccurate grade targets and should therefore not be treated as accurate targets. Ofsted have clarified that inspectors do not expect school and trust leaders to set teacher performance targets based on commercially produced predictions of pupil achievement, or any other dataset, from which they would then hold teachers to account. Targets should be achievable and meaningful.

Current practice in using pupil attainment data in teacher performance management systems is often poor. Research demonstrates that using quantitative metrics to judge teacher performance is difficult since few of the practices that we can straightforwardly codify and measure are highly correlated with teacher quality. Pupil assessment scores, grades in lesson observations, and scores following book scrutiny are all quite poor proxies for whether or not somebody is teaching well.

Suitable teacher performance goals include those related to their classroom instructional practices, their contributions to the development of school curriculum and the relationships they uphold with pupils, colleagues and parents. If teachers are held to account for things that are largely outside their own control, such as a pupil's test performance or progress based on flight paths, it is not only unfair, but induces high levels of stress and is likely to lead to burnout and ultimately attrition from the profession.

APPENDIX 3 – SETTING OBJECTIVES

Some top tips to shape your approach to staff appraisals

- Schools should not rely on a single approach to teacher appraisal or evaluation, but should consider using a mix of evidence
- A clear system should be developed for teacher appraisal that is implemented fairly and consistently for all teachers
- Appraisal and evaluation should focus on classroom activity, but teachers' contributions to extra-curricular activities, including sports clubs and trips, should also be recognised
- Pupil surveys should be clearly structured and age-appropriate, and should complement other measures

Using pupil progress to set appraisal objectives

Although it's not required, schools can use pupil progress to help set teacher appraisal objectives.

- You don't need to use pupil progress to set appraisal targets
- Don't link pupil progress targets directly to pay
- How to set appraisal objectives based on pupil progress

You don't need to use pupil progress to set appraisal targets

Appraisal of teachers in maintained schools and unattached teachers employed by a local authority must follow the Education (School Teachers' Appraisal) (England) Regulations 2012. Under the regulations, you're not required to use pupil progress targets to set teachers' performance objectives. Instead, they explain that any objectives you do agree must:

- Contribute to improving the education of pupils
- Contribute to the implementation of any governing board plan designed to improve educational provision and performance.

Academies do not have to follow the appraisal regulations, but the DfE says (see page 4 of its model appraisal policy) that it's good practice to do so. Academy trusts set their own performance management policies and can choose whether to link teachers' appraisal to pupil progress.

Some unions have expressed reservations around setting appraisal objectives based on pupil progress.

- The NEU warns teachers to be wary of agreeing objectives on percentage target increases in tests or examinations (read the 'Opposition to numerical targets' section here)
- NASUWT advises against using data-based pupil performance targets to set objectives for teachers (go to question 'ii' in this article)

A teaching union may challenge a school's decision to set numerical objectives.

Agree SMARTID and appropriate targets

If you are using pupil progress-related objectives, these may be 'SMARTID'. Look at current pupil attainment and consider realistic improvements you would like to see within a set time frame, then use these to inform objectives.

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September 2027

Reflect how you measure attainment

Your definition of progress should use the same vocabulary and terms as the assessment system you use.

'Good' progress is usually taken to mean progress above the national expectations. It is important to define good progress within the context of your school and using specific school data.

For example, your school may measure attainment by looking at whether pupils:

- Do not meet age-related expectations
- Meet age-related expectations
- Exceed age-related expectations

In this case, the percentage of pupils who are meeting or exceeding expectations can be used to set a target for future attainment. The target would specify a certain percentage of pupils who should meet or exceed expectations within a set timeframe.

Take pupil variation into account

Some groups, such as pupils from disadvantaged backgrounds or those with special educational needs (SEN), tend to progress more slowly than their peers between Key Stage 2 and Key Stage 4. Others may have gaps in learning from previous poor teaching or periods of absence. Objectives should take these variations into account.

Consider measuring progress qualitatively

If your school doesn't use levels to measure pupils' attainment consider a qualitative, rather than a quantitative, approach.

Qualitative objectives can include:

- Pupils' ability to meet performance descriptors
- The expectations of the National Curriculum
- Identifying and targeting gaps in pupils' knowledge and skills

As with objectives based on levels, you must consider the needs and abilities of each intake when setting objectives.

Be flexible in setting objectives

Consider grouping expectations across year groups. For example, in non-core subjects, expectations for years 3 and 4 or years 5 and 6 could be similar.

Try to ensure objectives are more about depth of pupil understanding than a level or a grade

Look at the progress of particular groups of pupils or individuals; for example, pupils eligible for the pupil premium, or pupils with SEN

Remember that other factors – not only the teacher – affect pupil progress

Take interventions used, or managed by, the teacher into account as well, as some pupils may take longer than others to understand a concept

Don't stick too rigidly to numerical targets, if you use them.

Consider linking objectives to the school and/or departmental development plans.

Suitable teacher appraisal goals include those related to their classroom instructional practices, their contributions to the development of school curriculum and the relationships they uphold with pupils, colleagues and parents. If teachers are held to account for things that are largely outside their own control, such as a pupil's test performance or progress based on flight paths, it is not only unfair, but induces high levels of stress and is likely to lead to burnout and ultimately attrition from the profession ([Making Data Work](#) p 17)

APPENDIX 4

REVIEW					
NAME:					
SCHOOL YEAR:					
Assessment against objectives					
Objective 1:					
Fully achieved		Partly achieved		Not achieved	
Comments:					
Objective 2:					
Fully achieved		Partly achieved		Not achieved	
Comments:					
Objective 3:					
Fully achieved		Partly achieved		Not achieved	
Comments:					
Objective 4:					
Fully achieved		Partly achieved		Not achieved	
Comments					

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Assessment against standards
Standards that apply (i.e. the Teachers' Standards and any other relevant standards):
Comments:

RECOMMENDATION FOR PAY PROGRESSION

Note that pay progression should only be withheld if a teacher is in formal capability procedures, is the individual currently subject to formal capability proceedings?

Reviewer name and signature:

Reviewee name and signature:

PLANNING

PLANNING FOR THE NEXT SCHOOL YEAR:

New objectives

Objective 1:

Steps to achieve, evidence to assess progress, and timescales:

Objective 2:

Reference number:

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PLANNING

PLANNING FOR THE NEXT SCHOOL YEAR:

Steps to achieve, evidence to assess progress, and timescales:

Objective 3:

Steps to achieve, evidence to assess progress, and timescales:

Objective 4:

Steps to achieve, evidence to assess progress, and timescales:

STANDARDS AND TRAINING/DEVELOPMENT

Standards

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STANDARDS AND TRAINING/DEVELOPMENT
Standards to focus on:
Evidence to assess progress and timescales:
Training and development
Focus:
Action:
Support:
Timescales:

COMMENTS
Reviewer:
Reviewee:
Names and signatures
Reviewer:
Reviewee:
Date:
DATE OF NEXT MEETING: