

RIVERSIDE SCHOOL



Appraisal Policy – Teaching Staff

APPROVED BY GOVERNORS

RESPONSIBLE PERSON – HEADTEACHER

Contents

Statement of Intent

1. Legal Framework
2. Roles and Responsibilities
3. General Principles Underlying this Policy
4. Performance Appraisals
5. Appraisal and Pay Determination Cycle
6. Monitoring and Review

Statement of Intent

This policy sets out the framework for clear and consistent assessment of the overall performance of teachers, including the headteacher. It is designed to support teachers' development, within the context of the school's plan for improving educational provision and performance, and the standards expected of teachers.

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

1. Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- DfE (2014) 'The Equality Act 2010 and schools'
- The School Staffing (England) Regulations 2009 (as amended)
- The Education (School Teachers' Appraisal) (England) Regulations 2012
- DfE (2025) 'Maintained schools governance guide'
- DfE (2024) 'Teacher Appraisal: Guidance for Schools'
- DfE (2021) 'Teachers' Standards'
- DfE (2021) 'Staffing and employment advice for schools'
- DfE (2023) 'Implementing your school's approach to pay'
- DfE (2023) School teachers' pay and conditions document 2024 and guidance
- DfE (2024) 'Managing Teacher's and Leader's Pay'

This policy operates in conjunction with the following school policies:

- Capability Procedure for Teaching Staff
- Disciplinary Policy and Procedure for Staff
- Data Protection Policy
- Teaching and Learning Policy
- Raising Concerns in School Policy
- Pay Policy for Teaching Staff
- School Development Plan (SDP)

2. Roles and Responsibilities

The governing board will be responsible for:

- Reviewing and approving appraisal policies.
- Agreeing the extent to which specific functions relating to the appraisal process will be assigned to others.
- Ensuring that they are suitably trained on the appraisal process.

- Ensuring the effectiveness of this policy by monitoring and reviewing it annually.
- Ensuring that the appraisal process is managed in a way that avoids increased workload for all parties concerned.
- Ensuring that all members of staff have read and understood the provisions in this policy.
- Appraising the headteacher by:
 - setting their objectives, with advice from an appropriate external adviser;
 - ensuring all objectives contribute towards the School Development Plan (SDP) and improve the education of pupils at the school;
 - taking advice from an external adviser on the assessment of the headteacher's performance;
 - providing the headteacher with their agreed appraisal report;
 - ensuring all members of the board are informed that the appraisal process and review has taken place; and
 - making a recommendation on headteacher's pay, where relevant.
- Ensuring consistency of treatment and fairness, and abiding by all relevant equality legislation.
- Ensuring all delegated responsibilities are carried out.
- Determining the appraisal period that applies to teachers (including the headteacher).
- Ensuring that appraisal evidence informs other decisions, including decisions related to professional development and pay.
- Being responsible for ensuring appeals are managed in line with the school appraisal policy.

The headteacher will be responsible for:

- Reviewing, developing and streamlining the school's appraisal policies.
- Day-to-day implementation of this policy.
- Ensuring that teachers are fully aware of the policy and that they have the knowledge and skills to apply procedures fairly and effectively.
- Deciding who will appraise teachers.
- Ensuring appraisers receive relevant training.
- Ensuring that the appraisal process is managed in a way that avoids increased workload for all parties concerned.
- Informing teachers of the standards against which their performance in the set appraisal period will be assessed.
- Conducting drop-in observations, where necessary, to evaluate standards of teaching and ensuring high standards of professional performance are maintained.
- Ensuring that appraisers and appraisees identify relevant sources of evidence, at the point of objective setting, including those that will routinely be gathered as part of the normal school activity, including monitoring the quality of provision.
- Keeping records of the decisions and recommendations in order to demonstrate that all judgements have been made objectively and in compliance with the school's policies and all relevant legislation.

- Monitoring appraisal outcomes.
- Ensuring that teachers are notified in writing of any appraisal outcomes.
- Providing teachers with their appraisal reports or delegating this task, as appropriate.
- Developing clear arrangements for linking appraisal to pay progression (as necessary) and advising the relevant body on pay recommendations for teachers, including whether a teacher at the school who applied to be paid on the upper pay range should be paid on that range.

Appraisers will be responsible for:

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

Teaching staff will be responsible for:

- Actively participating in arrangements for their own appraisal in line with the school's appraisal policy and ensuring that they understand their responsibilities and the arrangements within their school.
- Improving their teaching through proactive engagement in appropriate CPD opportunities.
- Voicing concerns where they believe the appraisal process is causing unnecessary challenges e.g., in terms of wellbeing or workload.
- Reflecting on their own performance and how this could be improved.
- Keeping records of their objectives and identifying evidence for those objectives being met or not met, throughout the appraisal process.

3. General Principles Underlying this Policy

Confidentiality

The appraisal process will be treated with confidentiality; however, the desire for confidentiality does not override the need for the headteacher and the governing board to quality-assure the operation and effectiveness of the appraisal system.

This will be achieved by the headteacher and Governing board:

- personally reviewing a sample of teacher's appraisal records for consistency; and
- being informed of any pay recommendations that have been made and the rationale behind these.

Consistency of treatment and fairness

The governing board is committed to ensuring consistency of treatment and fairness throughout the appraisal process.

It is also committed to ensuring that all teachers, regardless of their protected characteristics, are treated fairly, and recognises that identical treatment and evaluation processes may not be fair for all teachers. The governing board will ensure that reasonable adjustments are made to the appraisal process where appropriate and necessary e.g., for teachers with disabilities.

The governing board will also ensure that the appraisal process is free from bureaucracy and recognises, encourages, and validates teachers' commitment to their own performance and development.

The appraisal process will be conducted in a safe and supportive environment in which teachers and leaders can have open, honest and fair discussions about successes and areas for improvement which require address.

Delegation

Normal rules (as set out in The School Staffing (England) Regulations 2009) will apply in respect of the delegation of functions by the governing board and headteacher.

4. Performance Appraisals

This section of the policy applies to the headteacher and to all teachers employed by the school, except those on contracts of less than one term, those undergoing induction and those who are subject to capability procedures.

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

Appraisal at this school will be supportive, and the development process is designed to ensure that all teachers have, or will 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. Appraisal outcomes will be used to inform pay progression decisions.

Teachers will receive informal support, such as a Teacher Support Plan (TSP), in response to any concerns raised about their work performance at any point during the appraisal process. This support may consist of mentoring, training, or having resources in place to address specific needs.

The appraisal period

The appraisal period will run for 12 months from September to August.

Teachers who are employed on a fixed-term contract of less than one year will have their performance managed in accordance with this policy. The length of this period will be determined by the duration of their contract and reflected in objectives set.

The school will amend the appraisal period's length in certain circumstances. Where a teacher starts their employment at the school during the course of an appraisal period, the headteacher (or the governing board in the case of the headteacher) will determine how long their appraisal process will be. The aim will be to ensure that all teachers are brought onto the same appraisal cycle as soon as is practicable.

The school will ensure that teachers and their line managers engage in regular and ongoing dialogue throughout the appraisal period to support their development, performance and wellbeing.

As suggested in the DfE's 'Teacher's appraisal' guidance, the school will adhere to the following timescale when implementing their appraisal cycle.

Appointing appraisers

The headteacher will be appraised by a panel of the governing board, ideally an odd number but a minimum of three, supported by a suitably skilled and/ or experienced external adviser who has been appointed by the governing board for that purpose.

The headteacher will decide who will appraise other teachers on a case-by-case basis and will ensure that all appraisers of teachers will be suitably trained and have QTLS.

Assessment against Teacher's 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 will be expected to use their professional judgement when appraising teachers' performance.

The school will not adopt rigid models that seek to set out exactly what the relevant standards mean for teachers at different stages in their careers and teachers will not be expected routinely to provide evidence that they meet all the standards.

Before, or as soon as practicable after the start of each appraisal period, teachers will be informed by the headteacher of their line manager of the standards against which their performance in the set 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 will be assessed against the most recent set of standards contained in the Teachers' Standards document.

For teachers who are qualified teachers by virtue of holding QTLS status, the governing body or headteacher will decide which standards are most appropriate.

Objective setting

The headteacher's objectives will be set by the governing board after consultation with the external adviser, taking into account the headteacher's work-life balance. These objectives will be agreed by the headteacher.

Objectives for each teacher will be set before, or as soon as practicable after, the start of each appraisal period.

The headteacher will ensure that the school shows 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 (SMART) and will be appropriate to the teacher's role and level of experience. The objectives set within an appraisal cycle period may not cover the full range of a teacher's roles and responsibilities, the review stages of the appraisal process will provide opportunity to discuss any performance related concerns that may develop to be identified at a later stage of the appraisal process or alternatively as appropriate address via informal performance management (TSP).

The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives.

Objectives will 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.

Teacher objectives will be aspirational yet achievable and based on success criteria which are in their control. Objectives will 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.

Teachers' performance will be assessed against their objectives, the relevant Teacher Standards and Riverside specific expectations.

The appraiser will set out what they will take into account when making judgements as to whether teachers have met their objectives and the relevant standards.

The school will have no more than three appraisal objectives for any staff member linked coherently to the SDP.

Observation

The school believes that observation of classroom practice and other responsibilities is important, both in assessing teacher's performance to identify any particular strengths and areas for development they may have, and for gaining useful information which could inform improvement. Observation can also enable teachers to learn from each other and collaborate.

All classroom observations of teachers will be undertaken in line with the school's teaching and learning policy.

The following guidelines will be adhered to:

- The number of official observations and 'drops ins' will be reasonable and the frequency will be determined by the performance of the teacher.
- Observations will in most cases not exceed one hour per session.
- Where possible, the focus and timing of observation sessions will be agreed in consultation with the teacher.
- Observations will be conducted with professionalism, integrity, courtesy and objectivity.
- Observation reports will be accurate and fair.
- The confidentiality of the information in the report will be respected.
- Observations will not add to teacher's overall workload.
- Verbal and written feedback will be provided as necessary and in a timely manner.

Classroom observation will be carried out by individuals holding QTLS status.

Evidence

The range and level of evidence collected for the purposes of appraisal and pay determination will always be proportionate and the impact on workload will be minimal.

Evidence used will relate directly to the pre-agreed objectives. The form of the evidence will be agreed with the teacher in advance, and will be material, or contain material, which is readily available from day-to-day practice.

Development and support

The school will continually assess how it establishes strong, supportive cultures of professional development and sustained performance in line with standards for its teachers and leaders. This is an integral element of the appraisal process applied to Riverside teachers.

The school will identify appropriate and relevant resources and support to help teachers' professional development and performance. In doing so, the teachers have a responsibility to proactively identify what needs they require support with for their teaching practice.

Appraisal is a supportive process which will be used to inform CPD. The school encourages a culture in which all teachers take responsibility for improving their teaching through appropriate professional development.

Professional development will be linked to improvement priorities in the SDP where possible, and the ongoing professional development needs and priorities of individual teachers.

Feedback

Teachers will receive constructive, supportive feedback on their performance throughout the year and as soon as practicable after observation has taken place, or when other evidence has come to light. Feedback will highlight particular areas of strength as well as any areas that require attention and/ or further development.

Informal support

The school will not place persistently failing teachers in capability procedures without first initiating and undergoing a period of informal support, often referred to as a Teacher Support Plan (TSP), because of performance concerns. The school will ensure that this is a supportive process where teachers and their line managers can talk openly and honestly about what improvements can be made and any issues resolved. Informal support may only be required in one area that is aligned with their professional development.

Teachers and line managers will establish and agree clear and achievable objectives and timelines for the informal support. The informal support will be provided for a set period that allows for performance improvement.

Regular communication will take place between the appraiser and appraisee to determine the progress of the informal support, as well as take any specific circumstances into consideration.

Teachers and line managers will review the progress after the defined period of support has concluded. If the appraiser is satisfied that the goals have been met by the teacher, or the teacher is making significant progress towards those goals, the appraisal process resumes as normal.

If the appraiser isn't satisfied that the teacher has made significant improvements, the teacher will be moved into capability procedures.

Where there are concerns about any aspects of the teacher's performance, the appraiser or other delegated person as appropriate, will meet the teacher to:

- Give clear feedback to the teacher about the nature and seriousness of the concerns.
- Give the teacher an opportunity to comment and discuss the concerns.
- Discuss and agree clear objectives to address the concerns/ areas for improvement.
- Agree any support that will be provided to help address those specific concerns.
- Make clear how, and by when, the appraiser will review progress.
- Explain the implications and process if insufficient improvements are made, for example, the impact on pay progression and the potential for movement into formal capability proceedings.

When progress is reviewed, if the appraiser is satisfied that the teacher has/ is making sufficient improvement, the appraisal process will continue as normal, with any remaining issues continuing to be addressed through that process.

Transition to capability

If the appraiser is not satisfied with the teacher's progress, the teacher will receive formal written notification that their performance will be managed under the capability procedure instead of the appraisal system and will be invited to a formal capability meeting. The capability procedures will be conducted in accordance with the school's Capability Procedure for Teaching Staff.

Annual assessment

Each teacher's performance will be formally assessed in respect of each appraisal period.

In assessing the performance of the headteacher, the governing board will consult the external adviser.

This assessment is the final stage of the annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year in interim meetings and a mid-term review.

The teacher will, as soon as practicable, receive and have the opportunity to comment on an appraisal report – this may be written in hard copy format or made available online. Teachers will receive their appraisal reports in the autumn term and the headteacher in the spring term. 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 their 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 progression where that is relevant.

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

Reviewing pay progression

The school does not currently link performance with pay, however should this change, the decision whether or not to award pay progression will be related to each teacher's individual performance, and will be assessed via the school's appraisal arrangements in accordance with The Education (School Teacher's Appraisal) (England) Regulations 2012.

The school will ensure that all teachers receive regular, constructive feedback on their performance and development and are subject to annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice.

Following an individual teacher's annual appraisal and, subject to the provisions of the published pay policy, they should expect to receive pay progression within the maximum of their pay range unless they are subject to capability procedures.

5. Appraisal and Pay Determination Cycle

The school will adhere to the following appraisal and pay determination cycle, in accordance with the DfE's 'Managing Teachers' and Leaders' Pay' guidance:

- Performance will be continually monitored in accordance with this policy.
- In the autumn term all objectives and success criteria will be finalised. If an agreement cannot be reached, they will be set by the appraiser.
- Appraisal cycles will be completed before the end of the summer term.
- At the end of the appraisal year, teachers will receive an appraisal report which includes an assessment against their objectives and success criteria along with the relevant standards.
- Where applicable, and if pay progression is an option (e.g., transitioning from main pay scale to upper pay scale), upon receipt of an application, and in line with the school's Pay Policy for Teaching Staff, the headteacher will ensure moderation of recommendations for agreement. As part of that process the headteacher will account for applications overall for the effective operation of links between pay and performance.
- The pay and appraisal policies will be reviewed as necessary in light of experience and any changes to the STPCD.
- The governing board will determine what provision should be made in the school's

budget for pay awards and progression.

The governing board and headteacher will ensure that all written appraisal records are retained in a secure place for six years in line with the school's Data Protection Policy, and in accordance with DfE guidance.

6. Monitoring and Review

The governing board and headteacher will continuously monitor the procedures and effectiveness of the school's appraisal arrangement, including monitoring the impact on workload.

This policy will be reviewed on an annual basis.