

APPRAISAL POLICY & PROCEDURE FOR SCHOOLS (TEACHERS)

**Adopted by Farsley Westroyd Primary School and Nursery Governing
Body on 24.2.26**

To be reviewed by Governors Feb 2027



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APPRAISAL POLICY & PROCEDURE (TEACHERS)

1. INTRODUCTION

- 1.1. The appraisal cycle is an opportunity for individual employees and those that have responsibility for their performance, typically line managers, to engage in a constructive dialogue about an individual's performance across the reporting period, their potential and their development needs, in addition to the support required from their manager. Furthermore, in the case of teachers, there is a requirement to assess practice against the Teacher's Standards. Emerging from this dialogue, objectives will be agreed.
- 1.2. From September 2025, teacher pay will no longer be linked to performance, however line managers will still be required to set objectives, and the teacher will be supported through established performance management systems. Teachers will still be expected to meet the Teacher's Standards and the wider expectations required of the profession. Only teachers being supported in a formal capability procedure will not be automatically subject to a pay increment, where one is due.

2. PURPOSE

- 2.1. The purpose of this policy is to provide a framework to assess teachers and school leaders against defined objectives, to give constructive feedback and to acknowledge employees for their good work. The policy will also enable medium- and long-term objectives to be defined for employees and for professional development opportunities to be discussed and provided
- 2.2. The policy also offers the opportunity to address any performance issues to be addressed at an early stage, constructively discuss areas in need of improvement, find solutions / appropriate support and better ways to carry out tasks or improve practice.

3. SCOPE

- 3.1. This policy applies to the head teacher and to all qualified teachers employed at the school except those on contracts of less than one term and those undergoing induction i.e. Early Career Teachers (ECTs) or teachers in formal capability procedures.
- 3.2. This policy is designed to comply with the Education (School Teachers' Appraisal) (England) Regulations 2012 and also reflects, where applicable, provisions outlined in the School Teachers' Pay & Conditions Document.
- 3.3. This 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.

4. POLICY STATEMENT

- 4.1. Farsley Westroyd Primary School and Nursery is committed to giving teachers employed at the school and their managers through an annual cycle, the opportunity to review performance, to agree personal objectives, and to agree learning and development requirements.
- 4.2. The appraisal system aims to:
 - Be a positive process, having regard for teacher workload and wellbeing
 - Raise the quality of teaching, learning and leadership provided by the school through highly motivated and competent teachers and leaders

- Support the School in improving the education of pupils and the implementation of any plan agreed by leadership and/or governing body designed to improve that school's educational provision and performance
- Translate and create links from high level strategy into each individual's role
- Identify and support any relevant development needs.

5. PROCEDURES

5.1. THE APPRAISAL PERIOD

The appraisal period will run **for the academic year**, normally from September to *July*.

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. From September 2025, ECTs will be managed through the relevant provision under the Early Career Teacher Entitlement.

Where a teacher starts their employment at the school part-way through an appraisal period, the head teacher or, in the case where the employee is the head teacher, the Governing Body shall determine the length of the first appraisal cycle for that teacher, with a view to bringing their cycle in line with the school wide appraisal cycle as soon as possible.

Where a teacher transfers to a new post within the school part-way through an appraisal cycle, the head teacher or, in the case where the employee is the head teacher, the Governing Body shall determine whether the cycle shall begin again and whether to change the appraiser.

5.2. APPOINTING APPRAISERS

All appraisers of teachers, other than those appraising head teachers, will be qualified teachers and will be suitably trained.

Head Teacher

The head teacher 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.

The task of appraising the head teacher, including the setting of objectives, and providing regular support and professional development opportunities will be delegated to a sub-group consisting of normally three members of the Governing Body, known as the Headteacher Performance Management Committee.

Where a head teacher is of the opinion that any of the governors appointed by the Governing Body are 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 Chair of Governors will give due consideration to this request.

Teachers

The choice of appraisers is for the head teacher. Where teachers have an objection to the head teacher's choice, their concerns will be considered.

Where it becomes apparent that the appraiser appointed by the head teacher will be absent for a significant part of the appraisal cycle, the head teacher may

perform those duties themselves or delegate those duties to another teacher for the duration of that absence.

If the head teacher appoints an appraiser who is not the teacher's line manager, the appraiser to whom they delegate those duties will have an appropriate position in the staffing structure, together with the necessary background knowledge, skills and training to undertake the role.

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

See also Teachers Experiencing Difficulties, **Appendix 1**.

5.3. SETTING OBJECTIVES

Headteachers

The head teacher's objectives will be set by the appraisal sub-group of the Governing Body after consultation with the external adviser and the head teacher.

Objectives will be set before, or as soon as practicable after, the start of each appraisal period. The objectives and the support required to achieve the objectives will be recorded in the appraisal document. The objectives set will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the appraisee's role and level of experience. In setting the objectives, reviewers will have regard to what can reasonably be expected in the context of roles, responsibilities and experience, consistent with the school's strategy for achieving a work/life balance for all staff. Appraisees may at any point append their comments alongside their objectives.

The agreed objectives will 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 teachers' control may significantly affect success.

Setting more than three objectives, or using sub-targets, may lead to difficulties in achieving objectives set. Therefore, other than in exceptional circumstances or by agreement, no teacher will be given more than three objectives.

The appraiser will consider the effects of an individual's circumstances, including any disability, when agreeing objectives. For example, this might include a reasonable adjustment to allow an individual slightly longer to complete a task than might otherwise be the case. When staff return from a period of extended absence, objectives may be adjusted to allow them to re-integrate into their working environment.

The objectives set for each teacher are intended to contribute to the school's plans for improving the school's educational provision and performance and improving the education of pupils at that school and will consider the professional aspirations of the teacher.

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 e.g. the Teachers' Standards. The head teacher or Governing Body (as appropriate) will need to consider whether certain teachers should be assessed against other sets of standards published by the Secretary of State or other body that are relevant to them. For QTLS holders, that may include the overarching professional standards for teachers in the lifelong learning sector, held by The Education and Training Foundation.

5.4. REVIEWING PERFORMANCE

The school will set out what evidence they will consider when making judgements about a teachers' performance and whether 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.

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

Where using lesson observations the following will apply:

5.4.1. Observation

At least five working days' notice of the date and time of the observation will be given and verbal feedback provided by at least by the end of the next school day and written feedback within 5 working days, unless circumstances make this impossible.

Accordingly, observations will be carried out in a supportive fashion, with professionalism, integrity and courtesy, will be evaluated objectively and reported accurately and fairly and will take account of circumstances which may affect performance on the day.

Classroom observation will be carried out by qualified teachers.

For the purposes of appraisal, teachers' performance will be observed on an appropriate and reasonable number of occasions and will, as far as possible, be agreed by the appraiser with the appraisee based on the individual circumstances of the teacher and the overall needs of the school. The number and duration of appraisal observations will be in accordance with the school/academy's observation protocol.

For the purpose of professional development, feedback about lesson observations should be developmental, not a judgement using Ofsted language and criteria.

Where possible and appropriate, school will limit the need for additional observations during the appraisal year and may 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.

5.4.2 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.

5.4.2. 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 e.g. through peer observation. Professional development will be linked to school improvement priorities and to the on-going professional development needs and priorities of individual teachers.

The school's Continuous Professional Development (CPD) programme will be informed by the training and development needs identified as part of the appraisal process. 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 an appraisee to meet their objectives.

During the review meeting consideration will be given 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.

5.5. ANNUAL ASSESSMENT

Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the head teacher, 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, a written 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 against the relevant standards.
- an assessment of the teacher's training and development needs and identification of any action that should be taken to address them.
- a space for the teacher's own comments.

A review meeting will take place to discuss the content of the report, and any further action required and to inform objective setting for the next cycle. In some circumstances an interim review meeting may be appropriate.

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

5.6 TEACHERS EXPERIENCING DIFFICULTIES

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

5.6.2 Where it is apparent that the teacher's/head teacher's personal circumstances are leading to difficulties at the school, support will be offered as soon as possible, without waiting for the annual appraisal meeting.

5.6.3 If an appraiser identifies, through the performance management process, that some difficulties being experienced by a teacher/headteacher are such that they can be addressed by immediately agreed actions, a professional conversation should be held to discuss and implement steps and support to rectify the situation as outlined in the attached Guidance (see Appendix 1).

5.6.4 If it is identified through the performance management process that the difficulties experienced by a teacher/head teacher are of concern/having an impact on their performance the appraiser, head teacher or a member of the leadership team will meet the teacher/head teacher to agree an informal support plan in accordance with the Guidance (see Appendix 1). The agreed plan of support should be documented and shared with both parties. Trade union support at this meeting should be accommodated should the appraisee request it.

5.6.5 If, by the end of the period of support, sufficient progress is made and as such, the teacher/head teacher is performing at a satisfactory level, the teacher/head teacher should be informed of this in a meeting, and this will be followed up in writing by the appraiser or head teacher. The performance management process will then continue as normal.

5.6.6 If, by the end of the support plan period, the appraiser is not satisfied with progress, they should liaise with the head teacher or in the case of the head teacher, the Chair of Governors. It may be appropriate at this stage to commence capability procedures; in which case the teacher/head teacher will be notified at a review meeting that their performance will be managed under the Schools Capability Policy and Procedure and the normal performance management systems will no longer apply.

5.7 APPEALS

Appraisees have a right of appeal against any of the entries in the written appraisal report. Details of the appeals process are available from the head teacher or from the school governing body.

6. OTHER RELATED POLICIES & DOCUMENTS

6.1. The following policies are related to this policy:

- Model Capability Policy for Schools Based Staff
- Model Teacher Pay Policy

6.2. The following documents are related to this policy:

- The School Teachers' Pay & Conditions Document
- The Teachers' Standards
- The Education (School Teachers' Appraisal) (England) Regulations 2012

7. REVIEW

The Governing Body of Farsley Westroyd Primary School and Nursery adopted this policy on 23rd February 2026

It will review it in 2027 unless any changes are required prior to this.

Appendix 1 – Guidance for supporting teachers experiencing difficulties

Introduction

The purpose of this guidance is to promote early intervention and to ensure that teachers/head teachers experiencing difficulties are provided with appropriate support, in particular ensuring teachers / head teachers have:

- A clear understanding of what the specific areas of concern are
- Agreed and meaningful support appropriate to the concerns raised
- The opportunity to receive structured feedback and to understand and respond to evidence of underperformance
- Reasonable and realistic timeframes within which to improve performance
- The opportunity should they wish to have trade union support including at the meeting referred to in paragraph 5.6.4 and subsequent review meetings.

Procedure

Head teachers/appraisers should raise their concerns of underperformance in a professional conversation with the teacher/head teacher in accordance with paragraph 5.6.3. Support may be discussed at this stage to help the teacher or head teacher make immediate improvements to their performance.

If, after implementing 5.6.3 the concerns are not resolved the teacher/head teacher will be invited to a meeting to plan appropriate support. The teacher/headteacher will be given at least 5 working days' notice of the meeting.

At the meeting:

- There should be a professional discussion referring to the aspects of work performance that do not meet the required standards. Clear evidence will be provided by the school, and the teacher may bring their own evidence
- The teacher/head teacher should have the opportunity to respond to these concerns and to highlight any mitigating reasons/circumstances for the difficulties being experienced.
- In consultation with the teacher/head teacher, an informal plan of support should be established that will help address the specific concerns.
- Objectives for improving performance should be specific and agreed.
- Support, coaching and training should be identified, for example: coaching, training, in-class support, mentoring, structured observations, visits to other classes or schools or discussions with advisory teachers. Support must be manageable and relevant to the specific concerns raised.
- A timetable for improvement, including the means of monitoring improvement, should be agreed and a date for a meeting to review progress confirmed. The timescales for improvement should be reasonable, realistic and appropriate to the performance concerns, for example: 6-12 weeks unless the concerns are of a minor nature that can be dealt with quickly.
- The main points of the meeting should be recorded in writing and written records, including evidence, should be kept and be available for all those involved in the process.
- The implications and process, if insufficient improvement is made, will be explained.