



Appraisal Policy Teaching Staff 2024-2025

Review Period: Annual

Status: Statutory

Next Review: Autumn 2025

Review Date	Changes
Autumn 2024	Model template used: Judicium Updates from the STPCD 2024 are included.

1. Introduction and Purpose of Policy

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

The appraisal system in this school is intended to be a supportive and developmental process designed to ensure that teachers:

- have the skills and support they need to carry out their role effectively;
- can continue to improve their professional practice and to develop as teachers;
- receive fair pay progression awards reflecting their achievements and contribution, in accordance with the school's pay policy.

This policy applies to all teachers (including the Head teacher) employed by the school except those on contracts of less than one term, those undergoing induction (i.e. ECT's) and those who are the subject of capability procedures.

The Governing Body is mindful of its obligations under the Equality Act 2010 and this policy will be applied fairly and consistently to all teaching staff employed at the school, with the exceptions outlined above.

STPCD 2024 updates:

From the 2024/25 academic year, the requirement for objectives and the appraisal process to leave to performance related pay outcomes for teachers and leaders is removed. The statutory requirements to make a pay decision following the completion of the appraisal process remains.

Schools can choose whether or not to retain some or all elements of performance related pay, but a school's pay policy should minimise the impact on workload for teachers, line managers, school leaders and governing boards.

Sunnydown School recognises the importance of work-life balance and wellbeing on all of its staff. Whilst the statutory requirement for performance related pay has been removed for teachers, it is the school's intention to continue to use the appraisal process as a way for the school to improve and grow by setting targets that are linked to the School Development Plan. The appraisal process will also continue to be an important part of teachers development and training and allows opportunities for line managers, leaders and the governing body to have a strategic view on staffing needs.



Schools who have chosen to remove the performance related pay requirement are under no obligation to increase an individual's pay where a teacher is in formal capability procedures. Schools should ensure that teachers whose performance is unsatisfactory are supported appropriately.

2. The Appraisal Period

The appraisal period will run for twelve months from 1st September to 31st August in accordance with the timescale offered below.

Teachers who are employed on a temporary or fixed term contract likely to last for less than one year will have their performance managed in accordance with the principles underpinning this policy. The length of the appraisal period will be determined by the known or likely duration of the contract.

Teachers whose employment starts mid-year will have their appraisal targets set when they start. These targets may need to be carried forward towards the next year's appraisal.

The teacher appraisal cycle is as follows:

October:	Final Review of previous year's appraisal and set objectives for new year
March:	Spring Review of current year objectives
June:	Summer review of current year objectives

3. Appointing Appraisers

The Headteacher will be appraised by the Governing Body, supported by an external adviser who has been appointed by the Governing Body for the purpose.

The task of appraising the Headteacher, including the setting of objectives, will be delegated to a sub-group consisting of two members of the Governing Body.

The Headteacher will determine who will appraise other teachers.

Notes:

The headteacher must be appraised by the governing body, supported by an external adviser chosen by the governing body. The number of governors to be involved in appraising the headteacher is not specified in the regulations, however it is usual to have no more than three.

4. Setting Objectives and Agreeing Evidence Base

The Headteacher's objectives will be set by the Governing Body after consultation with the external adviser.

Objectives for each teacher will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set for each teacher will be 'SMART' (i.e. specific, measurable, achievable, realistic and time-bound) and will be appropriate to the teacher's role and level of experience. It may be determined that specific objectives require a longer time span than a single appraisal period, in which case appropriate



milestones towards the achievement of such objectives will be built in, in order to monitor progress within each appraisal period.

The appraiser and teacher will seek to agree on the objectives. Where this is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change.

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 the school. This will be ensured by linking Appraisal Objectives to SDP priorities.

Before, or as soon as practicable after the start of each appraisal period, each teacher will be informed of the standards (Teacher Standards) against which that teacher's performance in that appraisal period will be assessed. In addition, the reviewer will discuss, and wherever possible agree with each teacher, the evidence base to be used for assessment at the end of the appraisal period. The evidence base may vary according to the chosen objectives and any development focus but is likely to include:

- Classroom observation (see also 5.1)
- Lesson plans
- Book scrutiny
- Learning walks
- Pupil progress data
- Examination / test outcomes
- Pupil / parental surveys

5. Reviewing Performance

5.1 Classroom Observation

Sunnydown school believes that observation of classroom practice and other responsibilities is important both as a way of assessing teachers' performance in order to identify any particular strengths and areas for development they may have and of gaining useful information which can inform school improvement more generally. All observations will be carried out in a supportive fashion.

Teachers' performance will be regularly observed but the amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the school. Teachers can, however, expect to be formally observed on a minimum of 3 occasions in any appraisal cycle. Classroom observation will be carried out by those with QTS.

In addition to formal observation, head teachers or other leaders with responsibility for teaching standards may "drop in" in order to evaluate the standards of teaching and to check that high standards of professional performance are established and maintained. The length and frequency of "drop in" observations will vary depending on specific circumstances.

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

5.2 Development and Support



Appraisal is designed to be 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 (SDP) and to the ongoing professional development needs and priorities of individual teachers.

5.3 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 need further development. Where there are concerns about any aspects of the teacher's performance the appraiser will arrange to 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;
- agree any support (e.g. coaching, mentoring, structured observations), 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 no – or insufficient – improvement is made.

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

The appraisal plan will be revised as necessary to reflect any changes, such as to the objectives or planned development activities.

5.4 Transition to Capability Procedures

Except in the most serious cases of persistent failures to meet job expectations and standards, teachers should not ordinarily be placed in capability procedures without first undergoing a period of informal support as part of the appraisal process. Where there are concerns about any aspects of performance, the line manager will meet with the teacher to;

- inform them that they are going to be receiving informal support due to performance concerns
- give clear feedback about the nature and seriousness of the concerns
- give an opportunity to comment on and discuss the concerns
- set clear objectives and timescales for the required improvement
- decide what support can be provided to help to address the concerns (such as coaching, mentoring, training or opportunities to observe best practice)
- make clear how and when progress will be reviewed (this may include revising objectives)
- explain the implications and process if no (or insufficient) improvement is made

Whilst this is not a formal meeting, the points above should be documented in writing after the meeting to provide clarity.



There should be a clear relationship between the issue, the objectives set, and the planned documented programme of support put in place. The line manager/appraiser will work with you in a collaborative manner to establish objectives and timelines, taking into account your circumstances. This may include any medical conditions, well-being support needs, or disabilities protected by equality legislation.

Informal support should be provided for a reasonable period to allow for performance improvement. This will usually be at least 6 weeks but the duration will be determined based on the specific circumstances, with appropriate support in place to facilitate improvement.

The appraiser/line manager will meet with you regularly to assess progress and ensure the agreed-upon support is being provided.

When progress is reviewed, after the agreed upon period, if the appraiser/line manager is satisfied that you have made, or are making, sufficient improvement, the appraisal process will continue as normal, with any remaining issues being addressed through this process. If progress is not satisfactory (or in the event there are serious performance concerns), you will be notified in writing that your performance will now be managed under the capability procedure and you will be invited to attend capability hearing.

Disciplinary procedures will only be triggered by factors related to misconduct or breach of professional standards. It is important these procedures are not confused but in some circumstances where it is appropriate, they may run concurrently.

5.5 Progression To and Through the Upper Pay Range

If a teacher wishes to be considered for progression to the upper pay range, he/she should follow the process laid out in the school's pay policy and submit an application by the deadline in the policy. Copies of the application forms are available via the teacher's reviewer.

Progression through the upper pay range will be based on the outcome of appraisal and assessment against criteria in the school's pay policy.

5.6 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 Body will 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. The reviewer will use interim meetings to check progress against objectives and that evidence-gathering is on track to inform the final assessment of performance at the end of the appraisal year.

The teacher will receive as soon as practical, following the end of each appraisal period – and have the opportunity to comment in writing on – a written appraisal report. Teachers have constant access to this and should be contributing to the authorship of their personal appraisal document. It is the teacher's responsibility to ensure their appraisal document is updated on a regular basis with evidence of progress throughout the year.

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 teacher standards;
- an assessment of the teacher's training and development needs and identification of any action that should be taken to address them;
- a recommendation on pay where relevant, in accordance with the school's pay policy;
- The assessment of performance and of training and development needs will inform the planning process for the following appraisal period.

6. Data Protection

When conducting an employee's appraisal, Sunnydown School processes personal data collected in accordance with its data protection policy. Data collected by the school as part of the operation of the appraisal process is held securely and accessed by, and disclosed to, individuals only for the purposes of managing his/her appraisal or to quality assure the operation and effectiveness of the appraisal system. Inappropriate access or disclosure of employee data constitutes a data breach and should be reported in accordance with the data protection policy immediately. It may also constitute a disciplinary offence, which will be dealt with under the School's disciplinary procedure.

7. Monitoring and Evaluation

The Governing Body and Headteacher will monitor the operation and effectiveness of the school's appraisal arrangements.

Notes:

- *The headteacher might review all teachers' objectives (or a sample) to check consistency of approach and expectation between different appraisers;*
- *Reviewers will receive training to ensure they are familiar with the Teachers' Standards and the school's approach to appraisal, objective setting and pay recommendations.*
- *The headteacher will provide the governing body with a written annual report on the appraisal process.*

8. Retention

The Governing Body and Headteacher will ensure that all written appraisal records are retained in a secure place and then destroyed.

9. Status of Policy and Review

The content and operation of this policy is reviewed as and when deemed necessary by the Governing Body. The policy is discretionary and does not confer any contractual rights.



Appendix 1 - Teacher Appraisal Supporting Document

For the teacher being reviewed (the appraisee), you will need access to your appraisal report for the previous cycle which is being reviewed as part of your meeting

A new appraisal report will be started at your meeting for the new year ahead.

The role and responsibility of the Appraisee is to demonstrate to the appraiser any progress towards meeting the objectives agreed in the previous year.

Step 1 - Decide if each objective for the previous cycle has been met, partially met or not met.

Step 2 – Make a collaborative professional judgement regarding teacher performance for each objective.

Exceptional Performance: means that the teacher consistently meets or exceeds the Teachers' Standards and performance regularly exceeds expectations of a teacher at his/her career level. Teaching is mostly or always outstanding and the teacher has met or exceeded his/her targets and objectives. Any aspect of performance which does not consistently exceed expectations is due to events outside his/her control. The teacher regularly contributes to improving the efficiency and effectiveness of the wider school through his/her own work and participation in the work of others.

Effective Performance: means that the teacher consistently meets the Teachers' Standard and performance generally meets expectations of a teacher at his/her career level and may sometimes exceed expectations. Teaching is consistently good and may sometimes be outstanding and the teacher has met, or very largely met, his/her targets and objectives. The teacher contributes to improving the efficiency and effectiveness of the wider school through his/her own work and participation in the work of others.

Developing Performance: means that the teacher largely meets the Teachers' Standards and that performance sometimes, but not always, meets expectations of a teacher at his/her career level. Teaching is generally good but overall requires some improvement. The teacher has largely met his/her targets and objectives. The teacher sometimes contributes to improving the efficiency and effectiveness of the wider school through his/her own work and participation in the work of others.

Unsatisfactory Performance: means that the teacher does not regularly meet the Teachers' Standards and performance regularly falls below that expected of a teacher at his/her career level. Teaching requires a significant improvement. The teachers' progress against targets and objectives is limited. The teacher requires extensive support and does not contribute to improving the efficiency and effectiveness of the wider school through his/her own work or participation with the work of others.

This section is shared with The Pay Committee.

Step 3 – Review of Teacher Standards (there are 8) during the previous cycle



All teachers at Sunnydown are expected to meet the Teachers' Standards as set out in the STPCD in order to be considered good teachers, but they will not be expected to provide evidence of this for the purpose of their appraisal unless otherwise discussed at the appraisal.

Step 3A - Post Threshold Standards

Teachers on the Upper Pay Range should be able to demonstrate that they are meeting the Post Threshold Standards and that they are continuing to meet the criteria for being paid on the Upper Pay Range, as set out in the STPCD.

Step 3B – Personal and Professional Conduct

Remind the staff member of the importance of high standards regarding Personal and Professional Conduct.

Step 4 – Agree objectives for the new year and set CPD requirements

Objectives should reflect the following:

- Objective 1 – Direct link to The Quality of Education (SDP Priority 1)
- Objective 2 – Direct link to Behaviour and Attitudes (SDP Priority 2)
- Objective 3 – Own Personal Development. It is the responsibility of the appraisee to evidenced through regular training and development their commitment to learn and grow as an educator.

Identify which SDP and Teacher professional standard each objective links to.

Identify the performance criteria and monitoring / timescale for completion.

Identify the training / Inset / CPD opportunities required to meet the objectives.

Appendix 2 - Teacher Career Stage Expectations

The following matrix gives an indication of the general standard of performance that Sunnydown School expects its teachers to meet. This will be supplemented by specific objectives for all teachers in their appraisal.

Career Stage Expectations					
Professional Area	M 1-2	M 3-4	M 5-6	UPS 1-2	UPS 3
Professional Practice	All lessons are good.	All lessons are good, some with outstanding features.	All lessons are good, many with outstanding features.	All lessons are good with outstanding features, some outstanding.	All lessons are good with outstanding features, majority outstanding.
Professional Outcomes (Student Progress)	Almost all students progress in line with school expectations with evidence of monitoring, tracking and intervention.	Almost all students progress in line with school expectations with evidence of monitoring, tracking and intervention.	Almost all students progress in line with school expectations; some exceed them with evidence of monitoring, tracking and intervention.	All students progress in line with school expectations; some exceed them with evidence of monitoring, tracking and intervention.	All students progress in line with school expectations; a significant proportion exceeds them with evidence of monitoring, tracking and intervention.
Professional Relationships	Positive working relationships with students, colleagues and parents.	Positive working relationships with students, colleagues and parents which are securely focused on improving student outcomes.	Professional relationships with students, colleagues and parents lead to outstanding class provision.	Plays a proactive role in improving Key Stage or Departmental teams, enhancing provision and student outcomes.	Plays a proactive role in building a whole school ethos through initiatives/projects to improve provision and student outcomes.
Professional Development	Able, with support, to identify key professional development needs and respond to advice and feedback. Participate in	Take a proactive role in accessing relevant support and CPD from colleagues, able to keep up-to-date with current pedagogy.	Fully competent practitioner, able to keep up-to-date with current pedagogy and adapt practice accordingly.	Plays a proactive role in leading the CPD of pastoral or department colleagues. Can lead colleagues in producing effective	Plays a proactive role in leading the CPD of pastoral or department colleagues. Where appropriate takes part in whole school developments.

	CPD. Can produce student resources with guidance.	Actively participates in relevant training. Can produce effective student resources.	Actively participates in training and can support other colleagues. Can produce effective student resources.	resources for students.	Can lead teams of colleagues to produce high quality resources to further enhance learning.
Professional Conduct	Meets all standards.	Meets all standards.	Meets all standards.	Meets all standards.	Meets all standards.