

Approved by:	HR&R committee	Date: March 2026
Last reviewed on:	N/A	
Next review due by:	March 2028	

Contents

Contents	1
1. Aims	1
2. Legislation and guidance	2
3. Definitions	2
4. The appraisal period	2
5. Appointing appraisers	3
6. Setting objectives.....	3
7. Standards	4
8. Reviewing performance (including observation protocol).....	4
9. Annual assessment and appraisal meeting.....	5
10. Appraisal report	6
11. Concerns about a teacher’s performance	6
12. Confidentiality	7
13. Monitoring arrangements.....	7
14. Links with other policies.....	7
Appendix 1: appraisal timeline	8
Appendix 2: appraisal report template.....	9

1. Aims

This policy aims to:

- Make sure teachers have the skills and knowledge they need to fulfil and excel in their roles and provide an excellent education to our pupils
- Set out our JCAT’s 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
- Make sure that teacher appraisals are carried out in a fair, just and transparent way while eliminating unnecessary bureaucracy
- 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
- Support and encourage a culture of continuous professional learning that:
 - Nurtures teachers’ professional growth

- Meets individual and school priorities, including our school's latest Ofsted report and school improvement plan
- Reflects the context of the Teachers' Standards

This policy applies to all teaching staff employed by the Trust, except those on contracts of less than 1 term, those undergoing induction (i.e. early career teachers (ECTs)) and those who are subject to capability procedures.

2. Legislation and guidance

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](#), 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.

We have based this policy on the [model policy](#) produced by the Department for Education (DfE).

3. Definitions

In this policy, the term 'teacher' refers to classroom teachers, Kodesh teachers, middle and senior leaders, and the headteacher.

Where relevant, we have added further detail regarding arrangements for headteachers.

3.1 Early career teachers (ECTs)

Early career teachers (ECTs) 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 appraisal will follow our ECT strategy statement and the [statutory induction process for ECTs](#).

4. The appraisal period

Our appraisal period will run for a period of 12 months beginning on 1st September.

Teachers who are employed on a fixed-term contract of less than 1 year will have their performance managed in accordance with the principles underpinning this policy. The length of their appraisal period will be determined by the duration of their contract, and an individual teacher's objectives will take account of the length of their contract.

There is flexibility for a teacher to have a longer or shorter appraisal period when:

- They begin or end their employment during the appraisal period

Teachers appraisal is based on the learning walk targets set each half term which are shared with staff. A twice yearly review takes place to discuss progress around these targets.

In addition to the annual appraisal cycle, line managers/appraisers will:

- Review and address teachers' performance on a regular basis in termly meetings with the teacher
- Maintain regular (termly) growth-focused check-ins to support ongoing professional development and wellbeing

5. Appointing appraisers

5.1 Headteacher appraisal

The headteacher's appraisal meeting will be conducted by the CEO and chair of the local governing committee.

5.2 Teacher appraisals

The headteacher will decide who will appraise teachers. Unless there is a good reason not to, this will normally be the teacher's line manager. (For example, a 'good reason' could be a 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).

Appraisers appointed by the headteacher will have qualified teacher status (QTS).

All appraisers will be provided with appropriate training.

6. Setting objectives

Teachers' objectives will be set during the learning walk cycle. These are based around the 6 Teaching and Learning Principles and take place every half term.

The teacher and appraiser will aim to agree on the objectives together, but these will be led by the appraiser following a lesson observation. These will be small, achievable targets that will improve practice.

The governing board will set the headteacher's objectives.

At the start of each appraisal period, or as soon as practicable after, appraisers will:

- › Inform teachers of the standards that their performance will be assessed against (read more about the standards in section 7 below)
- › Set out what evidence will be used when making judgements about a teacher's performance (read more about how we review evidence in section 8 below)

Objectives will:

- › Contribute to school improvement plans, giving priority to activities that build teacher expertise and positively impact pupil outcomes.
- › Be specific, measurable, achievable, realistic and time-bound (SMART)
- › Be appropriate to the teacher's role and career experience
- › 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

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

If a teacher's circumstances change, for example due to maternity or long-term or serious illness, we will revise their objectives to take into account any anticipated absence and allow the teacher to meet reduced and attainable targets.

Teachers on UPS will have an additional target set through the Disciplined Enquiry approach which will encourage them to think deeply about a specific area of their work.

7. Standards

We will assess teachers against the [Teachers' Standards](#) and the Teaching and Learning principles. The headteacher, and other school leaders where relevant, will also be assessed against the [Headteachers' Standards](#).

8. Reviewing performance (including observation protocol)

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

Evidence used in the performance management process will:

- › Directly relate to the objectives and be agreed upon in advance
- › Be readily available from day-to-day practice

This might but does not have to include:

- › Improvements in specific element of practice such as behaviour management, development of pedagogy or providing feedback
- › Impact on effectiveness of teachers or other staff
- › Wider contributions to the work of our school
- › Active participation in professional learning and the positive impact on the teacher's practice

Types of evidence we will consider, in conjunction with pupil outcomes, include:

- › Formal and informal lesson observations
- › Observations and results from wider school activities, if applicable
- › Reviews of planning and marking
- › Parent and pupil voice, if applicable
- › Quality of CPD courses completed
- › Peer observations
- › Contributions to staff training or mentoring

8.1 Observation protocol

We believe that observations are an important way to monitor the impact of CPD. They can also help to identify how we can best support teachers, and identify areas of good practice that can be shared across the school.

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

All observations will:

- › Be carried out in an objective, fair, professional and supportive manner
- › Be carried out by teachers with Qualified Teacher Status
- › Be reported accurately and fairly
- › Be reasonable and proportionate
- › Be focused on development

- › Be followed by constructive feedback
- › Remain confidential to those who need to know details as part of their jobs

8.2 Drop-in observations

Drop-in observations will be informal visits to gauge CPD application and understand teachers' learning needs.

They will usually be conducted by the Headteacher or other member of the Senior Leadership Team.

Drop-in observations will usually last around 30 minutes, and may involve the observer talking to pupils and looking at their work.

The frequency will depend on the individual teacher and the school's needs at the time.

Generally, the observer will provide verbal feedback the following day.

Please note that we also carry out drop-in observations where fellow teachers observe a lesson for their own professional development. Notice may not be given and we will not use this as evidence as part of the appraisal process.

8.3 Formal observations

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

We will take into account a teacher's workload and individual circumstances when determining the number of formal observations we carry out over the year. For example, teachers who have less experience or who have recently started at our school will receive more frequent formal observations than more experienced teachers to establish strengths and areas for growth and development.

Teachers will not receive more than 3 formal observations over the year

We will carry out additional formal observations only if:

- › A teacher requests them
- › There are concerns that a teacher's performance is not up to standard (this may be triggered by poorly behaved pupils, or any significant concerns arising from the evidence at the beginning of section 8)
- › The teacher is subject to formal capability proceedings

Generally, teachers will receive verbal feedback the following day, highlighting areas of strength and areas that need further development.

We will use all reasonable endeavours to provide written feedback within 5 working days.

9. Annual assessment and appraisal meeting

Appraisal meetings will take place mid-year and in the summer term. The summer appraisal meeting is the end point of the annual appraisal process. In this meeting, the appraiser will:

- › Review the relevant evidence
- › Assess performance in the appraisal period against the relevant standards and objectives
- › If necessary, discuss any difficulties the teacher may be facing in achieving objectives and put a plan in place to address this (see section 11 for more detail)

The appraiser and teacher will also:

- › Have a reflective discussion about the teacher's CPD journey, progress, needs and career development/aspirations, and identify action that should be taken
- › Discuss the teacher's workload, wellbeing, working hours and flexible working opportunities in a supportive manner

10. Appraisal report

Teacher's targets and appraisal will be recorded on a Teacher development log which is shared with the teacher, the appraiser and the headteacher

It will also include a record of all CPD undertaken by the teacher, a record of their development needs and well-being and recommendation on pay progression in the summer term.

There will be space in the report for the teacher's own comments.

See Appendix 2 for a sample teacher development log

11. Concerns about a teacher's performance

If during the appraisal period it becomes clear that a teacher is having difficulties, the school will provide the teacher with informal support. This process will be supportive and will give the teacher and their appraiser/line manager the opportunity to talk openly and honestly about the teacher's difficulties and the support they need to improve and refine their skills.

Teachers will not be placed in capability procedures (see section 11.4) without first undergoing this period of informal support, except in the most serious cases of persistent failures to meet job expectations and teaching standards, resulting in negative consequences on our pupils and school.

11.1 Informal support

Informal support will begin with a meeting between the teacher and their appraiser to:

- › Inform the teacher that they will be receiving informal support due to concerns about their performance
- › Give clear and specific feedback to the teacher about the nature and seriousness of the concerns
- › Give the teacher the opportunity to comment and discuss the concerns
- › Set clear objectives and timescales for required improvement
- › Agree any support (e.g. coaching, mentoring, structured observations), that the school will provide to help address those specific concerns and drive improvement
- › Make clear how, and by when, the appraiser will review progress. Note that:
 - It may be appropriate to revise the teacher's objectives
 - It will be necessary to allow sufficient time for the teacher to improve their performance (see section 11.2 below)

During the meeting, the appraiser will also explain the implications and process if no, or insufficient, improvement is made – e.g. the commencement of capability procedures.

11.2 Duration of support

The school will provide informal support for a minimum of 6 weeks to allow for an improvement in the teacher's performance.

The Headteacher will decide on the duration support, taking into consideration the seriousness of the concerns, the teacher's specific circumstances, and the type of informal support provided.

The appraiser will meet the teacher regularly to assess progress and ensure the agreed support is being provided.

11.3 Review of progress

When informal support has been completed, the appraiser will meet the teacher to review progress. If the appraiser is satisfied that the teacher has made, or is making, sufficient improvement in their performance, the appraisal process will continue as normal, with any remaining issues continuing to be addressed through the normal appraisal process.

11.4 Transition to capability procedures

If a teacher demonstrates serious underperformance or has not responded to the informal support process, we will notify the teacher 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

We will also seek specialist advice from HR at this stage, as appropriate.

We may also trigger disciplinary procedures in cases of misconduct or breach of professional standards. These are 2 separate procedures but, if appropriate to the circumstances, they can run concurrently.

See our disciplinary policy for more information.

12. Confidentiality

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.

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.

13. Monitoring arrangements

The governing board will monitor and review the effectiveness of the appraisal arrangements. The Headteacher will monitor objectives and assessments to ensure consistency.

This policy will be reviewed every 2 years.

14. Links with other policies

This policy should be read in conjunction with our capability and pay policies.

The **capability policy** will be used where this appraisal policy has not been able to address concerns about a teacher's performance. It applies to all staff, not just teaching staff.

The **pay policy** sets out how pay increases will be awarded, following the completion of a teacher's appraisal.

Appendix 1: appraisal timeline

DATE	ACTION
End of July	End of year appraisal meeting.
First day of autumn term	Appraisal cycle begins
September - June	Learning walks take place around Teaching and Learning principles. Small achievable targets set. UPS teachers to set a Disciplined Inquiry target.
Feb/ March	Mid-year review
31 December	Appraisal process is completed for the headteacher, deadline for appraisal report to be sent

Appendix 2: Teacher Development Log

Teacher Development Log 2025-26

Teacher:	Post:	Appraiser:	Post:
----------	-------	------------	-------

Learning walk outcomes based on Wolfson Hillel Teaching and Learning Principles

Adaptive teaching will be looked at on every walk

Date	Principle Focus	Strengths	Outcomes/ targets	Action to be taken by teacher	Target met/ date seen
Autumn 1	Principle 1-High Expectations and Behaviour				
Autumn 2	Principle 2-Planning				
Spring 1	Principle 3-Modelling and Explaining				
Spring 2	Principle 4-Questioning				
Summer 1	Principle 5-Pupil Practice				
Summer 2	Principle 6-Assessment and Feedback				

Teacher Training Log		
Date	Type of training (eg PDM/ online/ course/ reading)	Key takeaways

Performance review					
	Date	Review of targets and progress	Development / training needs	Well-being check	Expected pay progression for next year (End of year only)
Mid- year					
End of year					