

## Lindridge St Lawrence CE VA Primary School

*Discovering life in all its fullness. John 10:10*

● *Hesed* ● *Hamdah* ● *Honesty* ● *Horizons* ●



### Appraisal Policy for Teaching Staff 2025-26

#### **Introduction**

The appraisal process at **Lindridge Primary and Nursery**, is a supportive and developmental procedure designed to ensure that all teaching staff have the skills and support they need to carry out their role effectively. It will help to ensure that teaching staff are able to continue to improve their professional practice and further develop in their roles.

The appraisal procedure will also be used to address any informal concerns that are raised about a teaching staff's performance. If concerns cannot be resolved through the appraisal process, there will be consideration of whether to commence the formal capability procedure.

This policy will be subject to a workload and equality impact assessment to ensure that it does not add to the workload of any staff involved and to determine whether the policy or practice disadvantages staff with certain protected characteristics more than others and, if so, whether and/or how the disadvantage may be mitigated.

#### **Scope**

This policy applies to all teaching staff and the head teacher employed at **Lindridge Primary and Nursery**, except teaching staff on contracts of less than one term, teaching staff undergoing induction (i.e. ECTs) and/or teaching staff subject to capability procedures.

#### **The appraisal period**

The appraisal period will run for twelve months, normally from 1 September to 31st August.

Teaching staff who are employed on a fixed term contract of less than one year will have their performance managed in accordance with the principles of this policy. The length of the period will be determined by the duration of their contract.

Where a member of the teaching staff starts their employment at the school part-way through a cycle, the head teacher, or the governing body (if the head teacher is being appraised) shall determine the length of the first cycle for that teacher, with a view to bringing their cycle in line with the cycle for the other teaching staff as soon as possible.

Where a teacher transfers to a new post within the school part-way through a cycle, the head teacher/governing body will determine whether the cycle shall begin again and/or whether to change the appraiser.

#### **Directed time**

All appraisal meetings and activities will take place within a teacher's directed time, but not within a teacher's Planning, Preparation and Assessment (PPA) time.

#### **Appointing appraisers**

All appraisers of teaching staff, other than those appraising head teaching staff, will be qualified teaching staff and will receive appropriate training including unconscious bias training.

### *Head Teacher*

The role of the head teacher is to moderate the appraisal process to ensure that outcomes are compliant with the employer's Public Sector Equality Duty.

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, will be delegated to a sub-group consisting of two eligible members of the Governing Body.

Where a head teacher is of the opinion that any of the governors appointed by the Governing Body are unsuitable to act as his/her appraiser, s/he may submit a written request for that governor to be replaced, stating the reasons for the request.

### *Teaching staff*

The choice of appraiser is for the head teacher. Where teaching staff have an objection to the head teacher's choice, their concerns will be carefully considered and, where possible, an alternative appraiser will be offered. All appraisers appointed by the head teacher will be qualified teaching staff and will have current or recent teaching experience.

Where it becomes apparent that the appraiser appointed by the head teacher will be absent for most of the appraisal cycle, the head teacher may perform those duties herself/himself or delegate those duties to another teacher for the duration of that absence.

The designated appraiser should normally have line management responsibilities for the teaching staff member they are reviewing and conduct all aspects of the review, including recommendation of the suspension of appraisal and the implementation of the capability procedure if necessary.

If the head teacher appoints an appraiser who is not the teaching staff's line manager, the appraiser to whom she/he delegates 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 member of teaching staff is experiencing difficulties and/or requires additional support and the head teacher is not their appraiser, the head teacher may then undertake the role of appraiser.

### **Setting objectives**

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 set will be Specific, Measurable, Achievable, Realistic and Timebound (SMART) 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 **Lindridge Primary School and Nursery's** strategy for achieving a work-life balance for all staff. Appraisees may at any point append their comments alongside their objectives.

The appraiser and appraisee will seek to mutually agree the objectives. The agreed objectives will contain a description of what success may look like.

Objectives may be revised if circumstances change, such as a member of teaching staff starting maternity leave, or undergoing surgery/medical treatment, to take account of the anticipated absence and to allow the teaching staff member to meet reduced and attainable targets.

**Lindridge Primary School and Nursery**, operates a system of moderation to ensure that all appraisers are working to the same standards. Targets will be moderated across **Lindridge Primary School and Nursery** to ensure that they are consistent between teaching staff with similar experience and levels of responsibility. Should the objectives not be agreed, the final decision on allocation of objectives rests with the head teacher.

The content of the appraisal review statement will be drawn up in discussion between the appraiser and appraisee.

No more than three objectives will be set for any teaching staff member; setting more than three objectives, or, for example, using sub-targets, can lead to teaching staff experiencing unreasonable workload and pressure, making the objectives more difficult to achieve.

The objectives set for each member of teaching staff are intended to contribute to **Lindridge Primary School and Nursery's** plans for improving its educational provision and performance, improve the education of its pupils, and consider the professional aspirations of the teaching staff. Pupil data targets and/or results will not be used to assess teaching staff' performance or influence appraisal outcomes.

The appraiser will consider individual circumstances, including any disability, when agreeing objectives. For example, this might include implementing a reasonable adjustment to give the appraisee more time to complete a task.

An appraisee's/teaching staff performance will not be influenced by Ofsted inspections/grading and/or any parental feedback.

The Teacher and Teaching Assistant Standards will be used to inform the setting of the teaching staff appraisal objectives and will not be used as a checklist against which the teacher's performance is assessed. Assessment against the Teacher and Teaching Assistant Standards will start from the premise that all teaching staff are meeting the Teacher/Teaching Assistant Standards unless clear and strong evidence is provided to the contrary.

The appraisal review statement at the end of the cycle must be the only source of evidence teaching staff require to achieve appraisal objectives. No other evidence at the end of the cycle will be used within the appraisal process.

## **Pay progression**

### **For Academy Trusts:**

Pay and appraisal are not linked. Pay progression is annual and automatic across all pay ranges.

### **For Local Authority Schools:**

Pay progression is annual and automatic across all pay ranges. For Teachers (not teaching assistants) applying to move to the Upper Pay Range their appraisal report will make a recommendation with regards to progression to the UPR based on the criteria set out in the school's pay policy.

## Lesson observations

The effective and efficient operation of the appraisal process requires lesson observation to be a confidential process of constructive engagement within an atmosphere of support and co-operation.

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

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

Classroom observation will be carried out by qualified teaching staff.

There will be a maximum of one observation lasting for an hour per term, or a total of three observations in a year used for all purposes, including subject area reviews. There may be exceptions to this, such as a teacher requesting more observations, Early Career teaching staff(ECT), interventions, ITT, teaching staff subject to capability etc.

The focus and timing will be agreed in the teacher's appraisal planning statement.

The headteacher or other leaders with responsibility for teaching and learning standards may 'drop in' to evaluate the standards of teaching and learning and to ensure that high standards of professional performance are established and maintained, however this will be kept to a minimum and the focus, length and frequency will be shared with the teacher in advance. Any feedback from 'drop-ins' will not be used for performance management purposes.

For professional development, feedback about lesson observations should be developmental, not simply a judgement using Ofsted grades.

Teaching staff (including the head teacher) whose posts have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

## Development and support

**Lindridge Primary School and Nursery**, aims to ensure all employees have the resources and appropriate levels of autonomy and support they need to undertake their responsibilities.

At the start of each academic year, employees will be encouraged to consider, with their line managers, the professional and personal development they require to undertake their role and discuss the contribution they will make to support **Lindridge Primary School and Nursery**, school development plan (SDP).

Appraisal is a supportive process which will be used to inform continuing professional development. It is intended to encourage professional dialogue between colleagues. **Lindridge Primary School and Nursery**, wishes to encourage a culture in which all teaching staff take responsibility for improving their teaching through appropriate professional development, peer observation, coaching, mentoring, collaboration, and care to perform at their best and to maintain a healthy work-life balance. Professional development will be linked to **Lindridge Primary School and Nursery's** improvement priorities and to the on-going professional development needs and priorities of individual teaching staff.

**Lindridge Primary School and Nursery's**, CPD programme will be informed by the training and development needs identified as part of the appraisal process and will include unconscious bias training

for appraisers. The Governing Body 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.

An account of the training and development needs of teaching staff including the instances where it did not prove possible to provide any agreed CPD, will form a part of the head teacher's annual report to the Governing Body about the operation of the appraisal process in **Lindridge Primary School and Nursery**.

Regarding the provision of CPD in the case of competing demands on the school budget, a decision on relative priority will be taken regarding 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.

Account will be taken in a review meeting of where it has not been possible for teaching staff to fully meet their performance criteria because the support recorded in the planning statement has not been provided.

### **Annual assessment**

Each member of the teaching staff'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.

The teaching member of staff will receive as soon as practicable following the end of each appraisal period – and can comment on - a written appraisal report. 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, any further action required and to arrange objective setting for the next cycle.

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

**Lindridge Primary School and Nursery** will operate a 'no surprises' appraisal process - this includes holding an interim review meeting at midpoint in the appraisal cycle to discuss objectives that have been set, assess if a member of teaching staff is in danger of not meeting them and offer support where appropriate.

A teacher/teaching assistant going on maternity leave will have an interim assessment of her objectives before she goes on leave.

### **Additional support**

From time to time, a teacher or teaching assistant may experience performance issues at work for a variety of reasons. If this happens, the aim should be to identify the root cause and provide them with

Taken from NEU Model Policy on Appraisal

appropriate training, support, and development opportunities through the appraisal process to help improve the teaching staff's performance and resolve the issues.

Where it is apparent that a teaching staff's personal circumstances are leading to difficulties at school, support will be offered as soon as possible, without waiting for the formal annual assessment.

If an appraiser identifies through the appraisal process, that the member of teaching staff is experiencing difficulties which require additional support, the appraiser will meet the member of teaching staff to:

- Give clear feedback on the issue and seek to establish its causes.
- discuss how **Lindridge Primary School and Nursery** can help to resolve the issue.
- give the teacher the opportunity to comment on and discuss the concerns.
- mutually agree a programme of support which could include, for example, coaching, training, in-class support, mentoring, structured observations, visits to other classes or schools or discussions with advisory teaching staff, that will help address those specific concerns (NB: the programme of additional support will be provided for 13 weeks, however, if performance improves and the issue is resolved before then, the appraisal process should then continue as normal);
- agree how progress will be monitored; and
- explain the implications if insufficient improvement is made.

Teaching staff will be given at least five working days' notice of the meeting to discuss additional support and be entitled to be accompanied by a trade union representative or workplace colleague. Teaching staff will be informed of the nature of the concerns prior to the meeting. A written note of the meeting including concerns discussed and agreed actions will be shared with the teaching staff member within five working days of the meeting taking place.

During this monitoring period of additional support, the teaching member of staff will be given regular feedback on progress and arrangements will be made to modify the support programme if appropriate.

If insufficient improvement has been made over this period, the teaching member of staff will be invited to a transition meeting to determine whether formal capability proceedings need to be commenced, or the appraisal process remains in place. The teaching member of staff may be assisted by a trade union representative or work colleague and will have at least five working days' notice of the meeting.

### **Confidentiality and professional relationships**

The appraisal process will be treated with confidentiality - only the appraiser's line manager(s) will be provided with access to the appraisee's plan recorded in her/his statements. This will be done upon request and only where this is necessary to enable the line manager to discharge her/his line management responsibilities. Appraisees will be consulted on requests for access to statements in the context of this policy.

The process of gathering evidence for performance review will not compromise normal professional relationships between teaching staff. The Governing Body recognises that the reviewer will consult with, and seek to secure the agreement of, the reviewee before seeking information from other colleagues about the work of the reviewee.

However, the desire for confidentiality does not override the need for the head teacher and Governing Body to quality-assure the operation and effectiveness of the appraisal system. The head teacher or appropriate colleague might, for example, review all teaching staff' objectives and written appraisal records personally – to check consistency of approach and expectation between different appraisers.

## Review and monitoring

This policy will be reviewed biennially, in consultation with the recognised unions, to ensure consistency, fairness, and effectiveness, and to reflect any changes in employment legislation.

**Lindridge Primary School and Nursery** will monitor, review and report on the outcomes and impact of this policy on an annual basis and in line with the Equality Act 2010.

**Lindridge Primary School and Nursery** will share with the recognised unions information including appropriate anonymised data broken down by Equality Characteristics in line with GDPR on the application of this policy.

## Record keeping

The governing body and head teacher will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.

<b>Approved by:</b>	Amanda Greenow-Langford	<b>Date:</b> 09.09.2025
<b>Approved by:</b>	Meryl Roberts	
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