

Appraisal Policy 2023-25

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Review Date	Dec 2025
Headteacher	Matthew Hillman
Headteacher Signature	<i>M.Hillman</i>
Named Governor	J Cape
Named Governor Signature	

At the heart of all policies at The Pears Family School are the following principles:

- Every young person in our school, whatever his or her personal circumstances can learn and achieve.
- Every young person in our school, whatever his or her self-perception and previous experiences, has academic and creative potential to become a valuable member of society.
- The key to learning at The Pears Family School lies within the quality of the relationships between pupils, family members, staff and the intermediate agencies with whom we work.
- The success of our school is based on high expectations, mutual trust, caring for each other and taking responsibility.
- Every young person in our school is capable of becoming an agent for change in his or her local community.

Our vision is to provide our pupils with the confidence, academic progress, and ambition to take the next steps towards a successful and productive life and to be able to contribute positively within their local community and wider society.

This policy aims to:

- › Set out the arrangements for appraising teachers, including the process and the responsibilities of individuals
- › Ensure consistency and fairness across the school
- › Create a process where teachers' professional development is supported and encouraged, in the context of the school's latest Ofsted report, our school improvement plan and the Teachers' Standards
- › Ensure teachers have the skills and knowledge they need to fulfil and excel in their role and provide an excellent education to our pupils and families

The policy applies to all teaching staff employed by the school

Legislation and guidance

As a Free school academy PFS is able to determine our own appraisal arrangements. We have based this policy on the model policy produced by the Department for Education (DfE).

This policy complies with our funding agreement and articles of association.

Definitions

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

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 induction policy, and the [statutory induction process for ECTs](#).

The appraisal period

The appraisal period will run for 12 months beginning on the first day of the autumn term. Appraisals will be held during the autumn term.

For teachers on fixed-term contracts of less than 12 months, the appraisal period will be determined by the duration of their contract.

Teachers who start at or leave the school during the appraisal period can have a longer or shorter appraisal period in that appraisal round.

Setting objectives

The headteacher's objectives will be set in conjunction by the governing board. Academies, including free schools, are not required to appoint an external adviser for headteacher appraisal,

Objectives will:

- › Contribute to improving the education of pupils at the school and the implementation of any school improvement plans. To ensure this happens, the schools improvement plan will be used in conjunction and alongside other information when setting objectives
- › Be specific, measurable, achievable, realistic and time-bound (SMART)
- › Be appropriate to the teacher's role and career experience
- › Be revised if circumstances change throughout the year

When objectives are set, teachers will also be informed of the standards their performance will be judged against.

The appraiser and teacher will seek to agree the objectives.

Standards

Teachers will be assessed against the [Teachers' Standards](#). The headteacher, and other school leaders where relevant, will also be assessed against the [Headteachers' Standards](#). targets will be set in relation to:

- Progress
- Teaching and learning
- Wellbeing and mental health
- Own personal development

Teachers' performance will also be assessed against the career stage expectations that we have developed.

Reviewing performance (including observation protocol)

We will use a range of evidence to judge a teacher's performance:

- › Formal and informal lesson observations
- › Observations and results from wider school activities, if applicable
- › Performance of their pupils
- › Reviews of planning and marking
- › Parent engagement
- › Others docs that might be relevant

Observation protocol

We believe that observations are an important way of assessing teachers' performance. They can help identify a teacher's strengths and areas for improvement, and can help us 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
- › Provide feedback
- › Remain confidential to those who need to know details as part of their jobs

Learning walk / drop in observations

Drop-in observations/learning walks will usually be conducted by SLT lead for Teaching and Learning in order to monitor the quality of teaching and learning.

Notice of 'drop in' observations will be given

They will usually last around 10 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, verbal feedback will be given later that day or 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 evidence will not be used as part of the appraisal process.

Formal observations

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

We will take into account the teacher's workload and individual circumstances when determining the number of formal observations.

For example, less experienced teachers who have recently started at the school will receive a number of formal observations to establish their strengths and areas for development. A very experienced teacher will typically receive fewer observations.

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

Additional observations

Additional formal observations will take place if:

- › The teacher requests them
- › There are concerns that the teacher's performance is not up to standard (this may be triggered by poorly performing or poorly behaved pupils)
- › The teacher is subject to formal capability proceedings

The above protocols will still apply to these additional observations.

Annual assessment

Performance will be reviewed and addressed on an ongoing basis throughout the year.

The 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
- › Assess performance in the appraisal period against objectives
- › Discuss the teacher's professional development needs and identify action that should be taken
- › Discuss the teacher's wellbeing, career aspirations and any difficulties they may be facing
- › If necessary, discuss underperformance and put a plan in place to address it. If a teacher continues to demonstrate serious underperformance and does not respond to support provided, they will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the capability procedure, and they will be invited to a formal capability meeting. Refer to our capability policy for more information

Conducting annual appraisal meetings

The headteacher's appraisal meeting will be conducted by the governing board. To support the headteacher appraisal, the governors can appoint an external adviser with relevant skills and experience often this will be the School Improvement policy. However as a free school we are not required to appoint an external adviser. The governing board will typically delegate the headteacher's appraisal to a sub-group of 3 governing board members with a wide range of experience and knowledge of the school. This will not include any staff governors or governors that have potential conflicts of interest.

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. By way of 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.

All appraisers will be provided with appropriate training.

Appraisal meetings will take place within the teacher's normal working hours and will typically last for at least an hour.

Appraisal report

Teachers will be provided with a written feedback of their appraisal. The report will be completed by the person who conducted the appraisal.

This will include:

- An assessment of the teacher's performance against their objectives and the relevant standards
- An assessment of the teacher's training and development needs, and the action that should be taken to address them
- Where relevant, a recommendation on pay progression or if at the top of scale an overall grading indicating how successful the teacher has been.

After the report has been issued, we will hold review meetings where teachers can discuss the contents of their report if they so wish.

Teachers can appeal to the headteacher, and the headteacher can appeal to the governing board, if they disagree with the contents of the report and the pay recommendation it makes.

Concerns about a teacher's performance or objectives not being met

If it becomes clear a teacher is having difficulties at any point during the appraisal period, they will be provided with additional support. There should never be any surprises in sign of meetings as any Teacher must be given adequate opportunity to address any concerns about objectives that might be arising

This will begin with a meeting with their line manager, where the problem will be discussed and potential solutions identified. A performance improvement plan may be created.

The nature of the support will be based on the individual's circumstances. For example, teachers whose difficulties are linked to a long-term health condition may be referred to the occupational health service. Teachers new to the school may be given a mentor or coach.

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.

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, based on the results of a teacher's appraisal.

The **early career teacher (ECT) induction policy** sets out the appraisal and pay arrangements for ECTs.