



Carlton VC Church of England Primary School

Teacher Appraisal Policy 2024

'Work hard, reach for the stars and you will go far'

Approved by: Jo Bevis
Staff
Governors

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Governing Body of Carlton VC C of E Primary School has adopted a policy for teacher appraisal which will be reviewed annually. The policy covers teacher appraisal and applies to the Head teacher and all other teachers employed by the School except those on contracts of less than one term, and those who are subject to the capability procedures adopted by the Governing Body.

1. Appraisal in this School will be a supportive and developmental process designed to ensure that all teachers have the skills and support they need to carry out their role effectively. It will help to ensure that teachers are able to continue to improve their professional practice and to develop as teachers.
2. The appraisal period will run for 12 months from 1 September to 31 August. Teachers 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 the contract. Where an appraisee joins the School part way through the cycle they may ask their current Head teacher (in writing) to forward their appraisal statement and, where it is available, any evidence to the Head teacher of the new school. If such a request is made the Head teacher of that school should comply. Upon receipt of the statement the appraisee's new line manager will meet with the appraisee to discuss the statement and evidence and where necessary revise the statement by way of a written addition to the statement. It will be necessary for the line manager to take account of any changes in the appraisee's circumstances that may have occurred such as a change from full time to part time working. The line manager will need to discuss and seek agreement with the appraisee regarding how the information in the statement and any evidence will be handled at the end of the performance review. Where there is a difference of view the line manager will have the final say.
3. Teachers will complete a self-evaluation appraisal form (Appendix B) before the appraisal to be discussed in the appraisal with the headteacher.

Appointing Appraisers

4. The Head teacher will be appraised by the Governing Body, supported by a suitably skilled and experienced external adviser who has been appointed by the Governing Body for this purpose.
5. In this School the task of appraising the Head teacher, including the setting of objectives, will be delegated to a sub group consisting of (two or three) members of the Governing Body.
6. The Head teacher will determine the appraiser for all other teachers.

Setting Objectives

7. The Head teacher's objectives will be set by the governing body after consultation with the external adviser.
8. Objectives for each teacher will be set for or as soon as practicable after, the start of the appraisal period. (Teachers will receive a written appraisal report by 31 October in each academic year.) The objectives set for each teacher will be specific, measurable, achievable, realistic and time bound and will be appropriate to the teacher's role and level of experience. Where the circumstances change it is possible to revise the objective(s).
9. 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 improve the education of pupils at the School. The objectives set will be rigorous, challenging, fair and equitable in relation to teachers with similar roles and responsibilities and will have regard to what can reasonably be expected from the teacher in that position given the desirability of the appraisee being able to achieve a satisfactory balance between the time required to discharge his professional duties and the time required to pursue his personal interests outside work. The objectives will also take account of the teacher's professional aspirations and any relevant pay progression criteria. They should be such that if they are achieved they will contribute to improving pupil progress.
10. The appraiser and the appraisee will seek to agree the objectives but where joint determination cannot be made the appraiser will make the determination.
11. Appraisal is an assessment of overall performance of the teacher (or the Head teacher) and objectives cannot cover the full range of the teacher's role and responsibilities. Accordingly, objectives will focus on the priorities for an individual for the review cycle determined as above.
12. Before, or as soon as practicable after, the start of each appraisal period each teacher will be informed of the standards against which the teacher's performance in that appraisal period will be assessed. All teachers will be assessed against the set of standards contained in the document called "Teachers' Standards" published in December 2021.

Reviewing Performance

Observation

13. This School believes that observation of classroom practice and other responsibilities is important both as a way of assessing the teacher's performance in order to identify any particular strengths and areas for development that they may have and it is a useful way of gaining information which can inform school improvement more generally. Observations can be carried out through 'learning walks' or a formal

observation. All observations will be carried out in a supportive fashion. (see Appendix A).

14. In this School the performance of all teachers will be regularly observed through the above ways, but the amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the School in the School Development Plan. Classroom observation will be carried out by those who are qualified teachers. The length and frequency of 'drop in' observations will vary dependent upon circumstances. The Head teacher may delegate the right to 'drop in' to appropriate members of the leadership group.
15. Teachers (including the Head teacher) who have responsibilities outside of the classroom should also expect to have their performance of those responsibilities observed and assessed.

Development and Support

16. 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. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual teachers.

Feedback

17. 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 attention. Where there are concerns about any aspects of the teacher's performance the appraiser will 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 the 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
18. The employee should be given five days' notice of the meeting and advised to contact their trade union or professional association representative. The teacher is entitled to representation of a trade union or professional association at the meeting.

The School will determine whether it is appropriate to involve a member of the senior leadership team at this stage.

19. The appraiser should assemble information about the appraisee's performance as detailed on the planning and review statement. All the evidence must be shared between the appraiser and the appraisee before the review meeting to ensure an informed discussion. At the review meeting the appraiser and the appraisee should seek to achieve a shared understanding of the progress made towards meeting the performance criteria and, if appropriate, explore any issues that might have impeded the appraisee's performance.
20. The appraiser and appraisee should seek to agree the assessment of the overall performance of the appraisee against the performance criteria agreed at the beginning of the cycle. This may include, where the appraisee is eligible, making a recommendation on pay progression taking into account the pay progression criteria.

Transition to Capability Procedure

21. If the appraiser is not satisfied with progress the teacher will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the capability procedure. The teacher will be invited to a formal capability meeting. Capability procedures will be conducted in accordance with Chapter 4, Section 2 of the Personnel Handbook (Capability Procedures for School Based Staff).

Annual Assessment

22. 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 of the annual appraisal process but performance and development priorities will be reviewed and addressed on a regular basis throughout the year in interim meetings.
23. The teacher will receive as soon as practicable after the end of the appraisal period (and have the opportunity to comment in writing on) a written appraisal review (Appendix C). Written appraisal reports will be provided by 30 November for all teachers (with the exception of the Head teacher where the appraisal report will be provided by 31 December).
24. Reviewing appraisal targets will include:-
 - Discussion of the teacher's objectives for the appraisal period.
 - An assessment of the teacher's performance of their role and responsibilities against their objectives and 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

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

New Targets

Targets in a new appraisal document will be set after discussions and agreement between the appraiser and the teacher. They will be in context and in relation to the school improvement plan and the teachers own interests in progression, where possible. (Appendix D).

APPENDICES

APPENDIX A

CLASSROOM OBSERVATION PROTOCOL

The Governing Body is committed to ensuring that classroom observation is developmental and supportive and that those involved in the process will:

- Carry out the role with professionalism, integrity and courtesy;
 - Evaluate objectively; -
 - Report accurately and fairly; and
 - Respect the confidentiality of the information obtained.
2. Classroom observations for any teacher may be agreed at the planning meeting early in the autumn term and will be appropriate having regard to the needs and circumstances of the teacher. In most circumstances no more than three hours of formal observation should be necessary in one appraisal review cycle. However, 'drop ins' and 'walkabouts' may happen more frequently instead of a formal observation. It should be noted, however, that where it is necessary to consider moving to capability procedures then formal observations might be needed and implemented.
 3. Where evidence emerges about the appraisee's teaching performance which give rise to concern during the cycle classroom observations may be arranged in addition to those recorded at the beginning of the cycle subject to a further meeting between the appraiser and the appraisee. Information gathered during the observation will be used as appropriate for a variety of purposes, including informing school self-evaluation and school improvement strategies in accordance with the School's commitment to streamlining data collection and minimising bureaucracy and workload burdens.
 4. In keeping with the commitment to supportive and developmental classroom observation those being observed will be notified in advance.
 5. Classroom observations will only be undertaken by persons who are qualified teachers. In addition, in this School the classroom observation will only be undertaken by those who have had adequate preparation and the appropriate professional skills to undertake observation and to provide constructive oral and written feedback and support in the context of a professional dialogue. Oral feedback will be given as soon as possible after the observation and during directed time in a suitable private environment.
 6. Written feedback will be provided within five working days of the observation. If issues emerge from an observation that were not part of the focus as recorded in the planning and review statement these will be covered in the written feedback and appropriate action taken in accordance with the School's policy.

7. The teacher will have the right to append written comments to the feedback document.
8. A Head teacher has a duty to evaluate the standards of teaching and learning and to ensure that the proper standards of professional performance are established and maintained. The Head teacher (and other members of the leadership group at the discretion of the Head teacher) has the right to 'drop in' to inform their monitoring of the quality of teaching and learning. 'Drop ins' will inform the performance management process where evidence arises which merits the revision of the appraisal planning statement in accordance with the policy of the School.

Appendix B: Carlton CoffE Primary School
Self-Appraisal Form

Name:		Date:	
Job Title:			

Self-review of the duties and responsibilities of your post:	
Successes and Achievements of your posts (include your targets from the previous year).	
What would you like to achieve in the next 12 months?	

Signature of member of staff:	
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Carlton VC Church of England Primary School

Teacher Appraisal and Targets 2025-26

Reviewer:	Teacher:	Date of Appraisal:
<i>Summary of successes for previous academic year:</i>		

	Target	Monitoring & Evidence	Training and Development Needs
1	School Improvement Plan		
2	Professional/Personal Development		

Teacher's Comments, Workload and Well-being <i>(Discussion points for Appraisal on how your well-being is in relation to work and any suggestions for future workload)</i>	
Teacher's Signature:	Signature: Date
Headteacher Comments & Signature:	Signature: Date