

1 Purpose

This policy sets out our framework to support a clear and consistent assessment of the overall performance of teachers, including school leaders, and for supporting their development within the context of the school's/college's plan for improving educational provision and performance, and the standards expected of teachers.

2 Principles

Confidentiality – all parties involved in appraisal will be expected to maintain appropriate levels of confidentiality.

Record keeping – a written record will be made of any meetings held during the application of this policy. Those involved in each meeting will be provided with a copy of any relevant documentation. The Appraiser will ensure that the appraisal report is retained along with copies of any additional evidence and/or information which have been considered during the review of performance.

Evidence – the appraisee should provide information and evidence to support continuing professional development and this should be reasonably up-to-date. The Appraiser may also provide relevant information.

3 Policy

The policy applies to all teachers and school leaders employed by the trust, except those on contracts of less than one term, those undergoing induction (i.e. ECTs) and those who are subject to capability procedures.

The policy should always be applied in a way that is robust whilst minimising the impact on workload for teachers, line managers, school leaders and governing bodies.

Appraisal

Appraisal in our Trust will be a supportive and developmental process designed to ensure that all teachers have or fully develop the skills and access to 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 further develop in their roles.

The appraisal period

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

Teachers who are 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 their contract and an individual teacher's objectives should take account of the length of contract.

There is flexibility to have a longer or shorter appraisal period when teachers begin or end employment with us or when unattached teachers change post within our Trust.

Appointing appraisers

The CEO will be appraised by the Board of the Trust supported by an external adviser appointed by the Board for that purpose.

The Executive Team will be appraised by the CEO and a member of the Trust Board.

Executive Headteachers/ Headteachers will be appraised by the CEO and Director of Education and a representative of the Local Governing Body.

Heads of School will be appraised by the Executive Headteacher.

The school leader will decide who will appraise other teachers.

Setting objectives

Objectives will be set for appraisees as detailed above. They will be set before, or as soon as practicable after, the start of each appraisal period. The appraiser has a duty to have regard to the work-life balance of the teacher and objectives will reflect this.

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. There will be no more than 3 appraisal targets in an appraisal period.

Objectives and appraisal discussions will not be based on teacher generated data and predictions, or solely on the assessment data for a single group of pupils. The appraiser and appraisee will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives.

The appraisee can record their disagreement on the appraisal statement and this will be taken into account at the appraisal review. Objectives should be revised if circumstances change, such as but not limited to a teacher going on maternity leave, or undergoing surgery/medical treatment, to take account of the anticipated absence and to allow the teacher to meet reduced and attainable targets.

The objectives set for each appraisee should have a strong focus on effective professional development and be informed by the school/college and/or Department level improvement plans.

Before, or as soon as practicable after, the start of each appraisal period, each appraisee will be informed of the standards against which their performance in that appraisal period will be assessed.

Teachers' performance is appraised against their objectives, and the relevant National Teaching Standards as detailed in [Teachers' standards - GOV.UK](#). The appraiser will need to set out what they will take into account when making judgements as to whether teachers have met their objectives and the relevant standards. Evidence used in the performance management process must relate directly to objectives and should be agreed in advance and be readily available from day-to-day practice. Numerical targets should not be set if it is beyond the teacher's control to achieve them.

This might but does not have to include:

- improvements in specific elements of practice, such as behaviour management, development of pedagogy or providing feedback,
- impact on effectiveness of teachers or other staff,
- wider contribution to the work of the school.

Reviewing performance

The appraiser will set out what evidence they will take into account when making judgements about an appraisee's performance and whether they have met the relevant standards and their individual objectives. This evidence will be decided upon when the objectives are being set at the beginning of the appraisal process.

This Trust believes that a range of different methods should be utilised, in a supportive fashion, to assess teachers' performance. It is important to our Trust that methods of assessing teacher performance do not add to teacher workload.

Development and support

Appraisal is a supportive process which will be used to inform continuing professional development. The Trust 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

Appraisees 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 require further development.

Assessment against Teachers' standards

Teachers' performance will be assessed against the relevant teacher standards to a level that is consistent with what should reasonably be expected of a teacher in the relevant role and at the relevant stage of their career. School leaders and other appraisers should use their professional judgement when appraising teachers' performance. The Trust does not seek to set out rigid models that seek to set out exactly what the relevant standards mean for teachers at different stages in

their careers and teachers are not expected routinely to provide evidence that they meet all the standards.

Informal support

Except in the most serious cases of persistent failures to meet job expectations and teaching standards, resulting in negative consequences on the pupils and organisation, teachers should not ordinarily be placed in capability procedures without first undergoing a period of informal support. Where there are concerns about any aspects of the teacher's performance the appraiser will meet the teacher to:

- inform the teacher that they are going to be receiving informal support due to performance concerns;
- 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 will be provided to help address those specific concerns;
- make clear how, and by when, the appraiser will review progress (it may be appropriate to revise objectives, and it will be necessary to allow sufficient time for improvement. The amount of time is up to the school but should reflect the seriousness of the concerns);
- explain the implications and process if no, or insufficient, improvement is made – e.g. commencement of capability procedure.

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 should partner with the teacher in a collaborative manner to establish objectives and timelines, taking into account the teacher's 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 be for a minimum of 6 weeks. However, the duration will be determined based on the specific circumstances, with appropriate support in place to facilitate improvement. The appraiser should meet with the teacher 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 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.

Transition to capability

If a teacher demonstrates serious underperformance or has not responded to support provided within the informal support process, 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 and will be invited to a formal capability meeting. Advice should be sought as appropriate from the People Team.

Disciplinary procedures will only be triggered by factors related to misconduct or breach of professional standards. Schools should be careful not to conflate these procedures but, if appropriate to the circumstances, they can run concurrently.

Annual assessment

Each appraisee's performance will be assessed in respect of each appraisal period.

This assessment is the end point to the annual appraisal process. Throughout the year in interim meetings, performance and development priorities will be reviewed and addressed on a regular basis throughout the year in interim meetings which will take place (e.g. once a term).

The appraisee will receive as soon as practicable following the end of each appraisal period and will have the opportunity to comment on – an appraisal proforma

The appraisal proforma will include:

- details of the appraisee/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 standards;
- an assessment of the teacher's professional development needs and identification of any action that should be taken to address them;
- details of a discussion on wellbeing and workload and career progression/aspirations;

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

Associated documentation / points of reference

Trust Pay policy (add details when finalised)

Trust Capability Policy

Staff Code of Conduct

Teachers' Standards

Monitoring, review and evaluation

The Headteacher/Executive Headteacher will review the application of this policy in their school, to ensure consistency, fairness, and effectiveness.

The Board of Trustees will review the policy annually.

The Trustees of Ivy Education Trust adopted this policy on 22 July 2025.

AMENDMENT RECORD

Date	Reviewed by	Nature of change	Next review due
June 2025	Director of People/P&V Committee	Updated in light of removal of link to pay progression and policy format simplified for end user.	June 2026 or sooner as required.