

London Borough of Camden

APPRAISAL PROCEDURE FOR TEACHERS

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The Governing Body of **Argyle Primary School** adopted this Procedure on **04/12/2025**

Procedure for Appraising Teacher Performance

1.0 Purpose

This procedure sets out the framework for a clear, fair and consistent assessment of the overall performance of teachers, including Executive Headteacher, Headteacher, Head of school and school leaders. It is designed to help, encourage and support school leaders for their development within the context of the school's plan for improving educational provision and performance, and the standards expected.

2.0 Application of the Procedure

- 2.1 This procedure covers appraisal and applies to all teachers and school leaders employed by the school, except those on contracts of less than one term or, those undergoing induction (i.e. ECTs) and those who are subject to capability procedures.
- 2.2 The procedure 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.

3.0 Teacher Appraisal

Appraisal in this school 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 to develop as teachers.

4.0 Appraisal Period

- 4.1 The appraisal period will run for twelve months from September to August.
- 4.2 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 procedure. 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.

- 4.2 There is flexibility to have a longer or shorter appraisal period when teachers begin or end employment with the school.

5.0 Appointing appraisers

- 5.1 The Executive Headteacher/Headteacher 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.
- 5.2 In this school, the task of appraising the Executive Headteacher/Headteacher, including the setting of objectives, will be delegated to a sub-group consisting of two or three members of the Governing Body.
- 5.3 The Executive Headteacher/Headteacher will decide who will appraise other teachers. Appraisers should receive an appropriate level of training in the appraisal process and will usually be the appraisee's line manager or be on a more senior level of management than the appraisee within the school structure. The appraisee has the right to request an alternative appraiser, subject to submitting a reasonable case. The Executive Headteacher/Headteacher should give due consideration to such requests, but having given such consideration, their decision is final.

6.0 Setting objectives

- 6.1 The Executive Headteacher/Headteacher's objectives will be set by the Governing Body after consultation with the school's external adviser. The Governing Body has a duty to have regard to the work-life balance of the school leaders and objectives will reflect this. Along with a focus on key school priorities and take account of relevant headteacher standards.
- 6.2 Objectives for each teacher will be set before, or as soon as practicable after the start of each appraisal period. The school leader 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 S.M.A.R.T: Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the teacher's role and level of experience. All teachers should have an up to date and relevant job description, linked to the latest teaching standards.
- 6.3 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 teacher 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, absence or undergoing surgery/medical treatment,

to take account of the anticipated absence and to allow the teacher to meet reduced and attainable targets.

6.4 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 improving the education of pupils at that school. Objectives should also have a strong focus on effective professional development to ensure that teachers stay up to date with the latest methodologies, technologies, and educational research. Under normal circumstances, teachers will have a maximum of 3 objectives. This will be ensured by referencing all individual objectives to the school's improvement plan, in line with the following:

- By ensuring that the pupil progress objective (all teachers) addresses the key attainment priority identified by the school improvement plan
- By ensuring that the professional development objective (all teachers) addresses the key development priority identified by the annual audit against teacher standards
- By ensuring that the leadership and management objective (all teachers with paid leadership responsibilities) addresses the key development priority identified by consideration of the leader's effectiveness - with reference to any relevant leadership standards - in addressing key school improvement plan priorities. Where no national standards currently exist (e.g. for Assistant and Deputy Heads), the headteacher will develop appropriate standards for these roles by reference to the national standards produced by National Standards for School Leaders.

6.5 The Executive Headteacher/Headteacher will be responsible for ensuring that the appraisal process operates consistently, that objectives are focused on school priorities. All objectives will be referred to the headteacher prior to the commencement of the cycle of monitoring. Where the headteacher has concerns about the relevance of the objectives set, these concerns will be discussed with the appraiser. The objectives may require amendment following discussion with the headteacher.

6.6 Before, or as soon as practicable after the start of each appraisal period, each teacher will be informed of the standards against which that teacher's performance in that appraisal period will be assessed. With the exception of those who are qualified teachers by virtue of holding and maintaining Qualified Teacher Learning and Skills (QTLS) status, all teachers must be assessed against the set standards contained in the document called "Teachers' Standards" published in July 2011.

6.7 For teachers who are qualified teachers by virtue of holding QTLS status, it is for the Governing Body or school leader to decide which standards are most appropriate.

6.8 Teachers' performance is assessed against their objectives, and the relevant standards. 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. Teachers should not be told they have passed or failed based on pupil numeric targets

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.

7.0 Reviewing Performance

- 7.1 Pay progression after an appraisal review will be automatic. Reviews should be deemed to be successful unless significant concerns about a teacher's performance have been raised in writing with the teacher during the annual appraisal cycle and have not been sufficiently addressed through support provided by the school.
- 7.2 The school will clearly set out the evidence to be taken into account when making judgements about a teachers' 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. Teachers' performance is assessed against their objectives, and the relevant standards. The appraiser will need to set out what they will take into account when making judgements, whether teachers have met their objectives and the relevant standards or not. Evidence used in the performance management process must relate directly to objectives set 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.
- 7.3 This school believes that a range of different methods should be utilised, in a supportive way, to assess teachers' performance.
- 7.4 The purpose of observations is to support staff with developing their objectives as a teacher and to inform quality assurance processes. For example, the time, date, lesson to be observed and particular focus area (if applicable) will be communicated to the appraisee at **least 2 day** (s) before the observation. Following the observation, teachers will be given clear and constructive feedback on what went well and what areas require improvement in the classroom.
- 7.5 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.
- 7.6 Accordingly, observations will be carried out in a supportive way, with professionalism, integrity and courtesy. Teachers will be evaluated objectively, reported accurately and fairly, and will take account of circumstances which may affect performance on the day.

- 7.7 In this School, teachers' performance will be regularly observed but the amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the school. Where there are no concerns raised, it would normally be expected that there would be a maximum of **3 formal observations** to inform the appraisal process during the appraisal year. This would be carried out by those with qualified teacher status (QTS).
- 7.8 Where a teacher has questions about the appraisal assessment or requires clarity on the basis for the decision, they should raise this with the appraiser as soon as possible after receiving confirmation of the appraisal outcome.
- 7.9 Teachers (including the headteacher) who have responsibilities outside the classroom could also expect to have their performance of those responsibilities observed and assessed.
- 7.10 It is important in our school that methods of assessing teachers performance do not add to the teacher's workload.
- 7.11 Other evidence that may be used to assess performance can include the following below:
- Self-assessment
 - Peer review
 - Tracking pupil progress; and
 - Lesson observations

The above list is not exhaustive.

8. The appraisal review process; stage one and two:

Decisions relating to appraisal assessments are taken by the Leadership team of the school and steps are built into these appraisal procedures to ensure these decisions are taken as objectively and consistently as possible. This includes setting individual objectives/targets for performance, holding one-to-one meetings and ensuring the appraisal assessment is interpreted and applied consistently through moderation and consistency checking processes

Where a teacher has questions about the appraisal assessment or requires clarity on the basis for the decision, they should raise this with the appraiser as soon as possible after receiving confirmation of the appraisal outcome

There may be occasions where the teacher does not agree with their end of year appraisal outcome. This document sets out the process to be followed in these circumstances.

8.1 The appraisal review process has two stages:

- **Stage 1: Appraiser Review** - a meeting between the appraiser and teacher to discuss the teacher's concerns in relation to the appraisal outcome and any aspects of performance that they believe were not fully considered when arriving at the decision.
- **Stage 2: Independent Review** - a review of the appraisal outcome, information supporting the decision and information provided by the teacher on the appraisal review request form. This will be carried out by a member of the leadership team¹ not involved in the original assessment decision.

8.2 The appraisal review must be completed before a teacher can request an independent review, the aim is to resolve the teacher's concerns informally, where possible. However, where the teacher is not satisfied with the outcome of the appraiser review, they may request an independent review.

8.3 Stage 1: Appraiser Review

8.3.1 Where a teacher does not agree with the appraisal outcome, they should request a meeting with their appraiser to discuss their concerns. Where the teacher is not able to attend a meeting, they should request a telephone discussion. The teacher must request this within **5 working days** of receiving confirmation of the appraisal assessment. If the teacher has information that they believe has not been considered in the appraisal assessment, they should bring this to the meeting.

8.3.2 The meeting or discussion is an opportunity for the teacher to outline aspects of their performance which they believe have not been fully considered, to provide supporting information where appropriate and for the appraiser to consider any additional information provided by the teacher that they were not previously able to provide.

8.3.3 The meeting will not include representatives from a trade union or self-organised group or a workplace colleague.

8.3.4 After the meeting/discussion the appraiser can either:

- confirm the original decision; or
- change the decision (after discussion with the reviewing manager and headteacher or delegated authority).

8.3.5 If the appraiser decides that the decision should change, this must be discussed with a manager appointed by the headteacher to review the outcome of the appraiser review and with the headteacher or delegated authority prior to the decision being communicated to the teacher. The appraiser should advise the teacher of the outcome of the stage 1 review within **10 working days** from the date of the review meeting.

8.3.6 The appraiser must record the outcome of the review discussion with the teacher using the review summary.

8.3.7 If there is any change to the decision, the appraiser will need to record this on the appropriate system.

8.4 Stage 2: Independent Review

8.4.1 Following notification of the outcome of the stage 1 review, if the employee is still not satisfied with the outcome, they may request an independent review.

8.4.2 The purpose of the independent review is to consider the information provided by the teacher in the appraisal review request form, accompanying documentation and review summary, to assess whether the decision given by the reviewing manager should remain unchanged or whether this should change to what is requested by the teacher.

8.4.3 A teacher cannot request a review in relation to:

- the pay decision associated with the appraisal assessment outcome, (unless applicable e.g. threshold);
- a colleague who received a different appraisal assessment outcome.

8.4.4 Requests for an appraisal review based on concerns in relation to responsibilities, objectives/targets and behavioural expectations will not normally be accepted as it is expected that teachers should raise these with the reviewing manager early in the performance year.

8.4.5 The request must be submitted on the appraisal review request form within **5 working days** of receiving notification of the outcome of the stage 1 review. The completed form should be e-mailed to the Executive Headteacher/Headteacher/Chair of Governors who will, where possible, nominate a member of the leadership team outside the teacher's line management chain or assemble a panel of Governors who has had no prior involvement with the issue. The Executive Headteacher/Headteacher/Chair of Governors will confirm the request has been received and may decide not to consider incomplete or late submissions. The decision on this matter will be final.

8.4.6 The Chair of Governors or the member of the school's leadership team carrying out the review will determine the most appropriate approach for obtaining any further information that may be required from the teacher and/or appraiser to support the review. This may be through meetings, telephone discussions and/or in writing. The reviewer will make a decision on whether a meeting is necessary and/or the reviewer will assemble a panel of Governors to hear the concern.

8.4.7 If an employee is asked to attend this informal meeting, ordinarily the meeting will not include representatives from a trade union, self-organised group or workplace colleague, however, as a supportive measure, the appraisee may request to be accompanied by a representative from a trade union or self-organised group or a workplace colleague. This request will be considered.

8.4.8 Information considered as part of the review will include the teacher's objectives/targets and the job description for the role, information used by the appraiser to support the decision and information provided by the employee in the appraisal review request form.

8.4.9 The aim will be to complete an independent review within **20 working days** from when an appraisal review request is received and approved.

8.4.10 After the review, the reviewer can make one or more of the following:

- confirm the original outcome; or
- change the outcome.
- make recommendations

8.4.11 The decision and any recommendations should be considered by the Executive Headteacher/Headteacher or delegated authority to ensure that the correct process has been followed and to ensure fairness and consistency of treatment.

8.4.12 The Executive Headteacher/Headteacher or delegated authority will notify the employee of the outcome of the independent review within **5 working days** of the decision, and any change to the outcome will be recorded on the appropriate system.

8.4.11 This decision is final and there will be no further right to challenge the outcome decision through any procedure, including the grievance procedure.

9.0 Development and support

Appraisal is a supportive process which can be used to inform continuing professional development. The school wishes to encourage a culture where all teachers take personal 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.

10.0 Feedback

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 include discussions with the teacher; highlighting particular

areas of strength as well as any areas that need improvement and how this development may be supported.

11.0 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. It is not necessary for schools to adopt rigid models that seek to set out exactly what the relevant standards mean for teachers at different stages in their careers and teachers should not be expected routinely to provide evidence that they meet all the standards.

12.0 Informal Support

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

- inform the teacher they will 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.

The appraiser should also confirm these in writing to the teacher, both before and after the meeting.

12.2 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.

12.3 Informal support should be provided for a reasonable period to allow for performance improvement – usually 6 weeks , however, the duration will be determined based on the specific circumstances, with appropriate support in place to facilitate improvement. There may be occasions where significant improvements need to be made immediately. The maintenance of these improvements will be monitored over 6 weeks. The appraiser should meet with the teacher regularly to assess progress and ensure the agreed support is being provided.

12.4 When progress is reviewed after the agreed 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 concerns being addressed through that process.

12.5 The appraiser may also highlight to the teacher, the additional support channels available to them, such as the teachers' network, trade unions etc.

Please note failure to meet the required standard may lead to formal action being taken under the capability procedure.

12.6 Teachers will be given at least five working days' notice of the meeting to discuss additional support and will be encouraged to contact their trade union representative. Teachers 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 teacher within five working days of the meeting taking place.

13.0 Transition to capability

13.1 If a teacher demonstrates serious underperformance and 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 schools' capability procedure and will be invited to a formal capability meeting. Advice should be sought as appropriate from HR.

13.2 A notification of a formal capability meeting should never come as a surprise to the teacher concerned. Informal support and a performance improvement plan should mean that the teacher is fully aware of the concerns being raised and they should have had every opportunity to improve in a supportive environment.

13.3 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.

14.0 Annual assessment

- 14.1 Each teacher's performance will be assessed in respect of each appraisal period. In assessing the performance of the Executive Headteacher/Headteacher, the Governing Body must consult the external adviser.
- 14.2 This assessment is the end point to the annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis **in at least one interim meeting during the course of the year.**
- 14.3 Teachers will receive their "appraisal report" as soon as practicable, following the end of each appraisal period. They will have the opportunity to comment on the report. In this school, teachers will receive their written appraisal reports **no later than 31 October and 31 December for Executive Headteacher/Headteacher** (in practice the report could be produced using online performance management systems, which can help to reduce workload).
- 14.4 The annual 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 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 discussion(s) on wellbeing, workload and career progression/aspirations;
 - a recommendation on pay, where that is relevant;
- 14.5 The assessment of performance and of professional development needs will inform the planning process for the following appraisal period.

15.0 Confidentiality

- 15.1 Access to the written appraisal report will normally be limited to the appraisee, the appraiser, the Executive Headteacher/Headteacher and/or nominated member of the leadership team.

16.0 Equality and Consistency

- 16.1 As outlined in **section 6.5**, the Executive Headteacher/Headteacher will have overall responsibility for the quality assurance of the appraisal process across the school. This will include ensuring the consistency and equality of application of the process throughout the school. The Executive Headteacher/Headteacher may delegate responsibility for monitoring consistency and equality of application to a member of the leadership team.

16.2 The Executive Headteacher/Headteacher will be responsible for reporting annually to the Governing Body on any relevant issues, including those of underperformance, arising from the annual review cycle and on any action required to address those issues. The report will enable governors receive an overall general report of the process and outcomes but will not include specific details relating to individual members of staff.

16.3 The Governing Body is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.

17.0 Retention of Statements

17.1 The Governing Body and Executive Headteacher/Headteacher will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.

18.0 Pay Recommendations

18.1 Decisions regarding pay progression will be made by the School's Pay Committee, where applicable, e.g. the threshold. In the case of ECTs, their appraisal arrangements are different, with pay decisions made through the statutory induction process.

19.0 Policy Ownership and Effective Dates

This is **Argyle Primary School** Appraisal Procedure as of **04/12/2025** This procedure will be reviewed on an annual basis in line with legislative changes and changes to the School Teachers Pay and Conditions Document. As a consequence, the procedure may need to change in the future. If changes are required, consultation with the recognised trade unions will take place and employees will be notified. If the local authority needs to do something different, it will always be fair and reasonable.

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