

**Telford & Wrekin Council**  
**Schools HR Advisory Service**  
**Model Policy Document**

**St Matthew's CE (Aided)  
Primary School and  
Nursery Centre**



**Appraisal Policy**

Introduced	September 2013
Revised	March 2025
Consulted the following Trade Unions: ASCL NEU NASUWT NAHT Unison GMB Unite	February 2025
Adopted by St Matthew's CE (Aided) Primary School	October 2025

## 1. Introduction

- 1.1 This policy sets out the framework for a clear and consistent assessment of the overall performance of **all employees** at the St Matthew's, including the headteacher and for supporting their development within the context of the school's plan for improving outcomes for pupils; whilst also supporting the morale and continuous professional development of employees.
- 1.2 There is a separate Capability Procedure, which also sets out the formal arrangements that will apply when this policy has not been effective in supporting the employee to improve their performance to the level expected.
- 1.3 Appraisal in this school will be a supportive and developmental process designed to ensure that all employees fully develop the skills and have access to the support they need to carry out their role effectively. It will help to ensure that all employees are able to continue to improve their professional practice and to develop in their roles.
- 1.4 This policy should be read in conjunction with the school's Pay Policy which provides details of the arrangements relating to teacher's pay in accordance with the St Matthew's **Teachers' Pay Policy**
- 1.5 This policy applies to all employees employed by the school, except those on contracts of less than one term, those undergoing induction (i.e. ECT's) and those who are subject to the formal Capability Procedure.

## 2. The Appraisal Period

- 2.1 The appraisal period will run for twelve months and will take place in three stages:  
**Cycle 1** – 1<sup>st</sup> September – 31<sup>st</sup> October: Review of previous targets and setting of new targets.  
**Cycle 2** – February/March (Spring Term): Mid Term review  
**Cycle 3** – 1<sup>st</sup> September – 31<sup>st</sup> October: Review of previous targets and setting of new targets.
- 2.2 Those employees who are employed on a fixed term contract of less than one year or who commence employment part-way through the appraisal period, 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 employee's objectives should take account of the length of contract.
- 2.3 There is flexibility to have a longer or shorter appraisal period when employees begin or end employment with the school/Trust.

## 3. Appointing Appraisers

- 3.1 The headteacher of St Matthew's Primary School 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.

- 3.2 The task of appraising the headteacher including the setting of objectives, will be delegated to a sub-group consisting of two members of the Governing Body.
- 3.3 The headteacher will decide who will appraise other employees. Appraisers of teachers will be qualified teachers wherever possible.
- 3.4 The appraisee will have the opportunity to object to their choice of appraiser, this will be reasonably considered and an alternative appraiser will be appointed, if possible or appropriate.
- 3.5 All appraisers will be suitably trained in undertaking appraisals.

**For teaching staff the deadline for the review and target setting is 31<sup>st</sup> October**

**For the headteacher the deadline for the review and target setting is 31<sup>st</sup> December**

#### **4. Setting Objectives**

- 4.1 The headteacher's objectives will be set by the Governing Body after consultation with the external adviser.
- 4.2 The Governing Body has a duty to have regard to the work-life balance of the headteacher's and objectives will reflect this.
- 4.3 Objectives for each employee will be set before, or as soon as practicable after, the start of each appraisal period. We will have regard to the work-life balance of the employee and objectives will reflect this.
- 4.4 The objectives set for each employee, will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the employees' role and level of experience.
- 4.5 Objectives and appraisal discussions will **not** be based on employee's generate data and predictions, or solely on the assessment data for a single group of pupils.
- 4.6 Objectives will be linked closely to school improvement priorities.
- 4.7 The appraiser and employee will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Should this be the case the reason for the objection to these objectives will be recorded and taken into account at the appraisal review.
- 4.8 Objectives may be revised during the appraisal period if circumstances change. For example, in the case of those employees who have periods of long-term absence (maternity/adoption leave, sick leave etc...) or where there are changes to job roles to make them relevant to that new role.
- 4.9 Those employees on any period of long-term absence (as set out above), who are pregnant or have an ongoing medical condition or disability during the appraisal period, will not be subject to any detriment in terms of being able to achieve a successful appraisal and any associated pay progression.
- 4.10 The objectives set for each employee will, if achieved, contribute to the St Matthew's plans for improving the school's educational provision and performance and improving the

education of pupils at that school. Objectives will also have a strong focus on effective professional development to ensure that employees stay up to date with the latest methodologies, technologies, and educational research.

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

## **5. Reviewing Performance**

### **5.1 Development and support**

- 5.1.1 Appraisal is a supportive process which will be used to determine decisions made on staff performance and to inform continuing professional development. We encourage a culture in which all employees take responsibility for improving their practice through appropriate professional development.
- 5.1.2 Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual employees.

### **5.2 Evidence**

- 5.2.1 The range and level of evidence collected for appraisal will always be proportionate and will take into account teacher workload. This will be discussed during the initial appraisal meeting during the autumn term.
- 5.2.2 This school believes that a range of different methods should be utilised, in a supportive fashion, to assess teachers' performance. It is important to our school that methods of assessing teacher performance do not add to workload.

### **5.3 Feedback**

- 5.3.1 Employees will receive constructive feedback on their performance throughout the year and as soon as is practicable following any observation or where other evidence has come to light. Feedback will highlight particular areas of strength as well as any areas that require further development.
- 5.3.2 There will be at least one appraisal review meeting during the appraisal period, which will take place during the Spring term.

## **6. Annual Appraisal Assessment**

- 6.1 Each employee's performance is formally assessed in respect of each appraisal period. This assessment is at the end point to the annual appraisal process, however, performance and development priorities will be reviewed and addressed at review meetings. The review is undertaken to ensure that the employee is fully aware of the evidence that is used to assess performance against their objectives and the criteria for a successful appraisal review.

- 6.2 In assessing the performance of the headteacher the governing body will consult the external adviser.
- 6.3 The employee will receive a copy of their appraisal report as soon as practicable following the end of each appraisal period, and have the opportunity to comment and sign in agreement.
- 6.4 The employee has the right to appeal any of the entries on their appraisal report. They should do this by putting their concerns in writing to the appraiser's line manager within 10 days of the date of the report.
- 6.5 At St Matthew's Primary School, employees will receive their appraisal reports by 31<sup>st</sup> October (31<sup>st</sup> December for the Headteacher)
- 6.6 The appraisal report will include:
- details of the objectives for the appraisal period in question;
  - an assessment of the employees performance of their role and responsibilities against their objectives and the relevant standards;
  - an assessment of the employees professional development needs and identification of any action that should be taken to address them;
  - details of a discussion on wellbeing and workload
  - a section for staff to make their own comments should they wish
- 6.7 The assessment of performance and of professional development needs will inform the planning process for the following appraisal period.
- 6.8 Teacher can request advice/support during the appraisal cycle.

## **7. Informal Support**

- 7.1 There will be occasions, for a number of reasons, that the performance of employees may not meet the required standard. We are committed to supporting our employees to improve and sustain a level of good performance through the appraisal process.

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, employees will not ordinarily be placed in capability procedures without first undergoing a period of informal support as part of the appraisal process.

- 7.2 Where there are concerns about any aspects of the employee's performance the appraiser will meet the employee informally to:
- give clear feedback to them about the nature and seriousness of the concerns
  - give them the opportunity to comment and discuss the concerns
  - set clear objectives and timescales for required improvement
  - agree any support, that will be provided to help address identified performance concerns, for example:
    - Coaching
    - Mentoring
    - Shadowing

- Targeted on or off the job training
  - Discussing relevant professional standards
  - Regular meetings with an experienced colleague to discuss problems
  - Short secondments
  - Access to the counselling service
  - Temporary reduction in hours
  - Temporary amendment in duties
  - Temporary change in working pattern
- make clear how, and by when, the appraiser will review progress
  - explain the implications and process if no, or insufficient, improvement is made – e.g., commencement of capability proceedings.
- 7.3 These informal discussions will be documented and a copy provided to the employee within 5 working days.
- 7.4 The appraiser will partner with the employee in a collaborative manner to establish objectives and timelines, taking into account the employee's circumstances. This may include any medical conditions, well-being support needs, or disabilities protected by equality legislation.
- 7.5 Informal support should be provided for a reasonable period to allow for performance improvement. The duration will be determined based on the specific circumstances, with appropriate support in place to facilitate improvement. The appraiser will meet with the employee regularly (time lines will be agreed between the appraiser and the appraisee) to assess progress and ensure the agreed-upon support is being provided.
- 7.6 When progress is reviewed, after the agreed upon period, if the appraiser is satisfied that the employee 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.
- 7.7 Clear expectations will be given to the employee regarding the sustained levels of performance and what may happen if their performance either dips again or is not sustained. For example, either a further period of informal support through the appraisal process may be considered or progression to the Capability Procedure, particularly if concerns are of a serious nature.
- 7.8 Although the aim of managing these concerns on an informal basis is to seek sustained good performance through support and it is not normally expected that Trade Unions will be present during the initial meetings, we will consider requests from employees should they wish the support of their Trade Union.

## **8. Transition to Capability**

- 8.1 If an employee demonstrates serious underperformance and has not responded to support provided within the informal support process, they will be invited to a meeting to discuss the potential for progression to the formal Capability Procedure. Should this be the decision following this meeting they will be notified in writing that the appraisal system will no longer apply, and they will be invited to a formal capability meeting under the Capability Procedure.

## **9. General Principles Underlying this Policy**

### **9.1 Confidentiality**

9.1.1 The appraisal processes will be treated with confidentiality. However, the desire for confidentiality does not override the need for the headteacher and governing body to quality-assure the operation and effectiveness of the appraisal system.

### **9.2 Consistency of Treatment and Fairness**

9.2.1 The Governing Body is committed to ensuring consistency of treatment and fairness. It will abide by all relevant equality legislation, including the duty to make reasonable adjustments for disabled employees. The Governing Body is aware of the guidance on the Equality Act issued by the Department for Education.

### **9.3 Monitoring and Evaluation**

9.3.1 The Governing Body and headteacher will monitor the operation and effectiveness of the school's appraisal arrangements. This will include equality monitoring and ensuring that the arrangements in place for appraisal minimise the impact on workload for all parties involved.

### **9.4 Retention**

9.4.1 The Governing Body and Headteacher will ensure that all written appraisal records are retained, stored in a secure place and securely destroyed in line with their relevant policies.

## **10. Pay Progression**

10.1 Please refer to the Teacher's Pay Policy for further details of this process.