

Policy: Teacher Appraisal Policy
F&R approval: March 2026
Ratified FGB: March 2026
Review: March 2027

Holy Trinity Church of England (VA) Primary School



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Teacher Appraisal Policy

SCHOOL VISION

Our vision is for our pupils to flourish in an inclusive, inspirational place of learning where we are happy, respectful, kind and safe.

At Holy Trinity Church of England Primary School our Christian vision shapes all we do.

"I know that there is nothing better for people than to be happy and to do good while they live." Ecclesiastes 3:12.

- we facilitate opportunities so every child can flourish in a place where they feel **safe, happy and confident**.
- staff **well-being** and professional development is valued and supported in order to fulfil their roles, **inspire** others and experience personal **fulfilment**.
- the school provides facilities that enables our pupils to reach their potential in an **optimum learning environment**.
- the **school plays a central role within our community** and enjoys strong **links with the church, local companies and other schools**.
- we create a culture of vigilance to **safeguard** all children.

INTRODUCTION

1. This policy sets out the framework of Appraisal Procedures and making decisions on teachers', including school leaders, pay in line with the national pay award. It has been developed to compliment the Teacher Pay Policy devised through current legislation and the requirements of the [School Teachers Pay and Conditions Document](#) (STPD). All relevant documents on performance related pay and conditions are available to staff by the school.
2. In adopting the Teacher Pay Policy and this Policy the aim is to:
 - assure high quality teaching and learning at the school
 - support recruitment and retention
 - support career professional development
 - reward teachers appropriately
 - ensure accountability, transparency, objectivity and equality of opportunity.

(Including compliance with equalities legislation ie Employment Rights Act 1996, Employment Relations Act 1999, Employment Act 2002, Part-Time Workers (Prevention of Less Favourable Treatment) Regulations 2000, Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002 and Equalities Act 2010/2012)

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

PROCEDURES

4. Appraisal management is an annual 12 month cycle which commences at the start of the academic school year (Appendix 1). It is a supportive and developmental process designed to ensure that all teachers, including school leaders, have or fully develop the skills and access to support they need to carry out their role effectively.
5. Teachers will be appointed an appraiser; this will be the Headteacher of the school or a member of the leadership team. The Headteacher will be appraised by two members of the school Governing Board and an external professional.
6. Teachers will meet with their appraiser to review previous targets and agree new targets linked to whole school improvement, pupil progress and achievement, and professional development. These will be in place by 31 October. The Headteacher will also review previous targets and set new targets with the appraisers by 1st December or sooner if possible.
7. Interim review meetings will occur during March in the spring term. This will be to review progress so far and provide next steps and support if necessary.
8. Final review meetings will occur during June/July in the summer term if leaving the school and in September/October if commencing the performance cycle the following year. This will be to assess completion of the agreed performance appraisal targets through the triangulation process.

SETTING OBJECTIVES

9. The Headteacher's objectives (no more than three) will be set by the Governing Board after consultation with the external advisor. The Governing Board has a duty to have regard to the work-life balance of the school leader and objectives will reflect this.
10. Objectives (no more than three) for every teacher will be set before, or as soon as practicable, the start of each appraisal period. The school has a duty to have regard to the work-life balance of the teacher and objectives will reflect this. 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. Objectives may 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.
11. The (no more than three) objectives set for every teacher will, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the education of the pupils at the school.
12. Before, or as soon as practicable after, the start of every appraisal period, each teacher will be informed of the standards against which that teacher's performance in that appraisal period will be assessed. This document is the [Teachers' Standards](#).

EVIDENCE

13. Teachers will be expected to provide evidence to support completion of their appraisal targets through the process of Triangulation (Appendix 2). This includes the [Teachers' Standards in England from September 2012](#) (Appendix 3) and criteria against the minimum career stage expectations (Appendix 4). Evidence used in the performance appraisal 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.
14. The appraiser will consider individual circumstances, including any disability, when agreeing ***'I know that there is nothing better for people than to be happy and to do good while they live.'***

Ecclesiastes 3:12

objectives. For example, this might include implementing a reasonable adjustment to give the appraisee more time to complete a task.

PAY PROGRESSION (see also the school's Pay Policy)

15. Decisions regarding pay progression will be made with reference to the teachers' performance appraisal reports and the pay recommendations they contain. In the case of ECTs, pay decisions will be made by means of the statutory induction process.
16. To be fair and transparent, assessments of performance will be properly rooted in evidence. Fairness will be assured by annual monitoring of the application of the Pay Policy and pay decisions.
17. The evidence used will be only that available through the appraisal process.
18. Following the final end of year appraisal meeting a pay recommendation by the Headteacher will be made to the Governing Board (Pay Panel), having regard to the performance appraisal evidence and recommendations. A final decision to award the pay increment or not will be made by the Governing Board Pay Panel.
19. All teachers can expect progression to the top of their payrange as a result of successful performance management and appraisal reviews.

ROLE OF THE PAY PANEL

Policy Review

20. The Pay Panel shall be responsible for the establishment and review of the Pay Policy and Appraisal Policy, subject to the approval of the Governing Board.

Pay Reviews

21. The Pay Panel shall have full authority to make pay decisions on behalf of the Governing Board. The Headteacher shall be responsible for advising the Pay Panel on its decisions through evidence of individual performance throughout the year.
22. Pay reviews are subject to successful completion of the performance appraisal cycle.

CLASSROOM TEACHERS ON BAND 1 or 2

23. Classroom teachers in their induction year will be awarded pay progression on the successful completion of induction according to ECT criteria (see our ECT Policy).
24. All classroom teachers will be awarded pay progression within their pay Band (1-2) following each successful appraisal cycle. The appraisal cycle will be deemed to be successful unless significant concerns about standards of performance (see Appendix 2 and 3) have been raised in writing with the teacher during the annual performance appraisal cycle. If these concerns have not been sufficiently addressed or targets not met despite support provided by the school, pay progression will not be awarded.
25. At the end of Band 1, a formal application must be made in writing by the teacher (see Appendix 5) in order to move onto Band 2. This must be submitted at the final (third) appraisal meeting. The decision will depend on the successful completion of the performance appraisal cycle as mentioned above. The Governing Board may decide to award one increment for sustained high quality performance in line with school expectations.

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26. The Governing Board has determined that, other than in exceptional circumstances, a teacher would not move to Band 2 (Accomplished Teacher) unless they are able to demonstrate a minimum of two years teaching experience. This includes a period of a sustained level of performance at the higher level immediately prior to moving to Accomplished Teacher unless they are able to demonstrate two years experience and some experience of working across different key stages, including a period of a sustained level of performance at the higher level immediately prior to, moving to Expert Teacher (Band 3).

CLASSROOM TEACHERS ON BAND 2 MOVEMENT TO BAND 3

27. Any qualified teacher within Band 2 may apply to be paid on the Band 3 range if they demonstrate high quality and sustained teaching and experience, impact on a wide range of year groups across the key stages with at least four years experience. It is the responsibility of the teacher to decide whether or not they wish to apply.
28. If a teacher is simultaneously employed at another school(s), they may submit separate applications if they wish to apply to be paid on the Band 3 range in that school or schools. This school will not be bound by any pay decision made by another school. For an application to be successful the teacher will need to demonstrate that they meet all the Teachers' Standards and career expectations within their pay progression (Appendix 3).
29. As defined in the STPCD, a teacher being considered for a move onto the Upper Pay Range (Band 3 – Expert teacher) must therefore be able to demonstrate:
- that the teacher is highly competent in all elements of the relevant standards and
 - the teacher's achievements and contribution to the school are substantial and sustained in accordance with the career expectations for that Band.
30. For teachers on the Band 3 – Expert Teacher progression will normally be considered after two years of sustained high quality performance where performance has exceeded school expectations.

Applications and Evidence

31. Any qualified teacher may apply to be paid on the Band 3 range and any such application must be assessed in line with this policy. It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the Band 3 Range.
32. Applications can only be made once a year. Where teachers wish to be assessed, they should notify their appraiser in writing of their intention using the application form (See Appendix 4) which should be submitted by the teacher to the appraiser/ Headteacher before their first appraisal meeting.
33. The teacher's letter of intention will be appended to their appraisal statement and after two terms of sustained performance at the Teaching Standards attached to Band 3. The teacher will then make a formal application before the final performance appraisal meeting to move onto Band 3, see below for process.

Sept	Term 1+2	Term 3+4	Term 5+6	Following Sept
Letter of intention to apply to Band 3	Demonstrate sustained high level of teaching and learning of pupils. Targets set in accordance with Band 3	Continuing to demonstrate high quality teaching and learning. Working towards achieving targets set	Significant movement towards achieving targets. Significant evidence shown to support the achievement of targets. Formal letter of application submitted	Final review formal application approved/denied. Formal written response submitted.

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34. The evidence to be used will be only that available through the appraisal process.
35. If a teacher is simultaneously employed at another school(s), they may submit separate applications if they wish to apply to be paid on the Band 3 range in that school or schools. This school will not be bound by any pay decision made by another school.

Leadership Teachers

36. The Headteacher will be awarded additional scale points in accordance with the provisions of the current STPCD i.e. they must demonstrate sustained high quality of performance in respect of school leadership and management and pupil progress. All lead teachers and Headteacher pay is subject to successful appraisal arrangements.

The Assessment

37. An application from a qualified teacher will be successful where the Governing Board is satisfied that:
- a. the teacher is highly competent in all elements of the relevant Teaching Standards (Appendix 3); and
 - b. the teacher's achievements and contribution to the school are substantial and sustained.
38. For the purposes of this policy together with the Pay Policy, the Governing Board will be satisfied that the teacher has met the expectations for progression to the Band 3 Range where the Band 3 Range criteria (see Appendix 3) have been satisfied as evidenced by two successful and consecutive terms performance management/appraisal reviews.
39. In making its decision, the Governing Board will have regard to the two most recent performance appraisal reviews. Reviews will be deemed to be successful unless significant concerns about standards of performance have been raised in writing with the teacher during the annual performance management cycle and have not been sufficiently addressed through support provided by the school by the conclusion of that process.

Processes and Procedures

40. The assessment will be made within 10 working days of the receipt of the application or the conclusion of the performance appraisal process, whichever is later. If successful, applicants will move to the Band 3 Range from the following September and will be placed on point 7 of that pay scale. If unsuccessful, feedback will be provided by the Headteacher as soon as possible and at least within 5 working days of the decision; and will cover the reasons for the decision and the appeals arrangements available to the teacher.
41. Any appeal against a decision not to move the teacher to the Band 3 Range will be heard under the school's general pay appeals procedures (Appendix 5).

PART-TIME TEACHERS

42. Teachers employed on an ongoing basis at the school but who work less than a full working week are deemed to be part-time. Where teachers work part time they are subject to performance appraisal.

SHORT NOTICE/SUPPLY TEACHERS

43. Teachers employed through an agency on a day-to-day or other short notice basis will not be subject to performance appraisal.

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FEEDBACK AND INFORMAL SUPPORT

44. Teachers, including school leaders, will receive constructive feedback on their performance throughout the year and as soon as practicable after monitoring 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.
45. From time to time a teacher may experience performance issues at work for a variety of reasons. If this happens, the aim should be to identify the root cause and provide them with appropriate training, support and development opportunities through the appraisal process to help improve the teacher's performance and resolve the issues.
46. 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 as part of the appraisal process. Where there are concerns about any aspect 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.
 - provide the teacher 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 programme of additional support will be provided for a minimum of 6 weeks. however, if performance improves and the issue is resolved before then, the appraisal process should then continue as normal.)
 - explain the implications and process if no – or insufficient – improvement is made. E.g. commencement of capability procedure.
47. Teachers will be given at least five working days' notice of the meeting to discuss additional support and be entitled to be accompanied by a trade union representative or workplace colleague. 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.
48. During this monitoring period of additional support, the teacher will be given regular feedback on progress and arrangements will be made to modify the support programme if appropriate.
49. If insufficient improvement has been made over this period, the teacher will be invited to a transition meeting to determine whether formal capability proceedings need to be commenced or the appraisal process remains in place. The teacher may be assisted by a trade union representative or work colleague and will have at least five working days' notice of the meeting. **See our school's Capability Policy for further details of this procedure.**
50. Or, 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.

ANNUAL ASSESSMENT

51. Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the Headteacher, the Governing Board must consult the external adviser.

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52. 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 throughout the year in interim meetings which will take place (e.g. *once a term*).
53. The teacher will receive as soon as practicable following the end of each appraisal period – and have the opportunity to comment on - an appraisal report which will include an overall rating of performance and a pay recommendation in line with the school's Pay Policy. In this school, teachers will receive their written appraisal reports by 31 October (31 December for the Headteacher).
54. The appraisal report will include:
- Wellbeing discussion had with the appraiser and any suggestions to improve wellbeing for consideration;
 - 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;
 - a recommendation on pay where that is relevant
55. The assessment of performance and of professional development needs will inform the planning process for the following appraisal period.
56. The school will operate a 'no surprises' appraisal process - this includes holding an interim review meeting at midpoint in the appraisal cycle to discuss objectives that have been set, assess if a teacher is in danger of not meeting them and offer support where appropriate.
57. A teacher going on maternity leave will have an interim assessment of her objectives before she goes on leave.
58. Pay Progression after an appraisal review will be automatic unless the employee is in formal capability proceedings. 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 by the conclusion of that process.

MONITORING THE IMPACT OF THE POLICY

The Governing Board will monitor the outcomes and impact of this policy on a regular basis. An annual written report on the operation of the Pay Policy, recording pay decisions taken and equality impact, will be provided to RBWM HR, including trends in progression across specific groups of teachers to assess its effect and the school's continued compliance with equalities legislation.

Policy Review

This policy will be subject to an annual review and will take account of any changes in legislation.

This policy was adopted by Holy Trinity CE Primary School and agreed by the Finance and Resource Committee and ratified by the Full Governing Board.

Approved byon behalf of the School Governing Board.

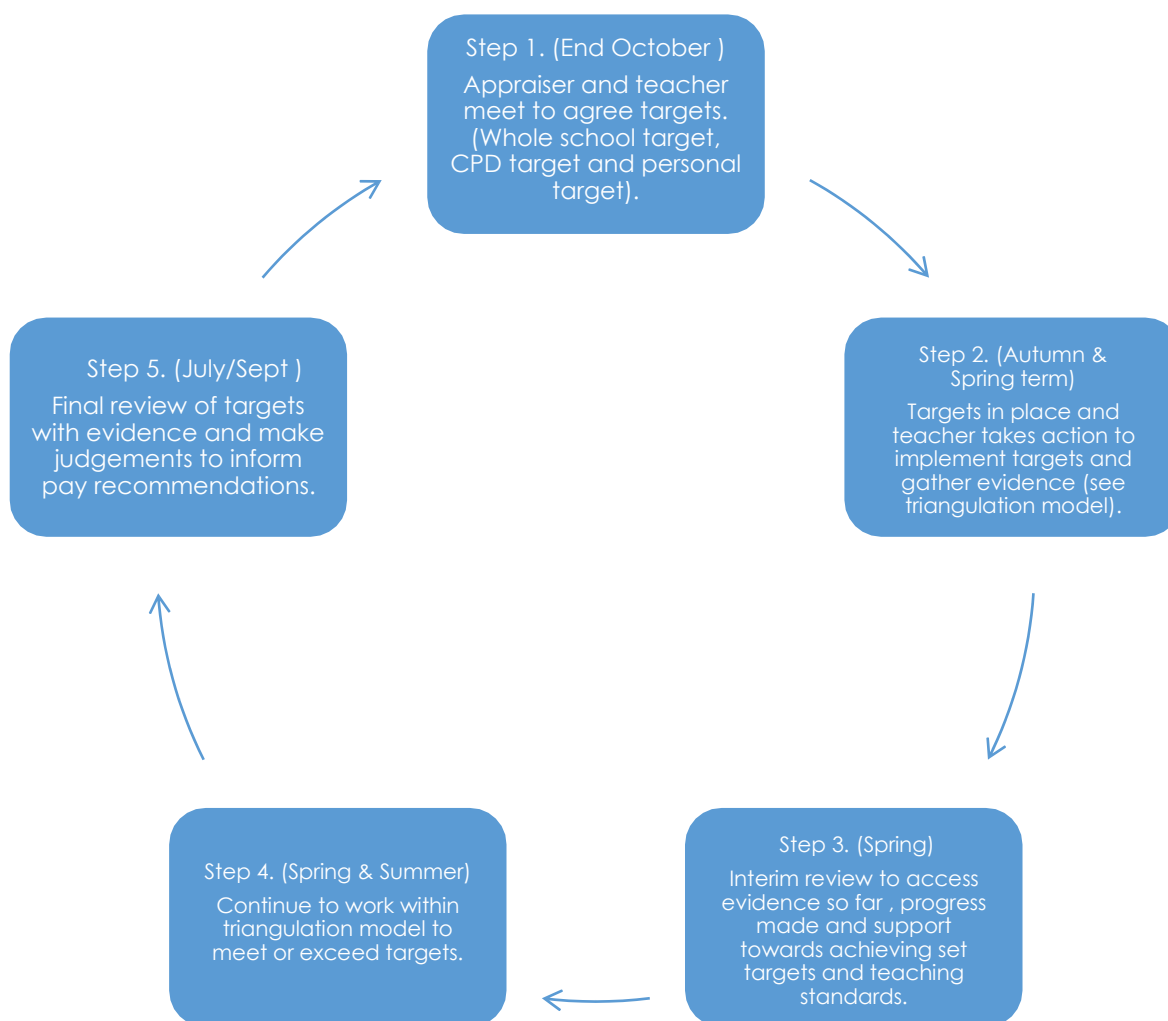
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Appraisal Cycle



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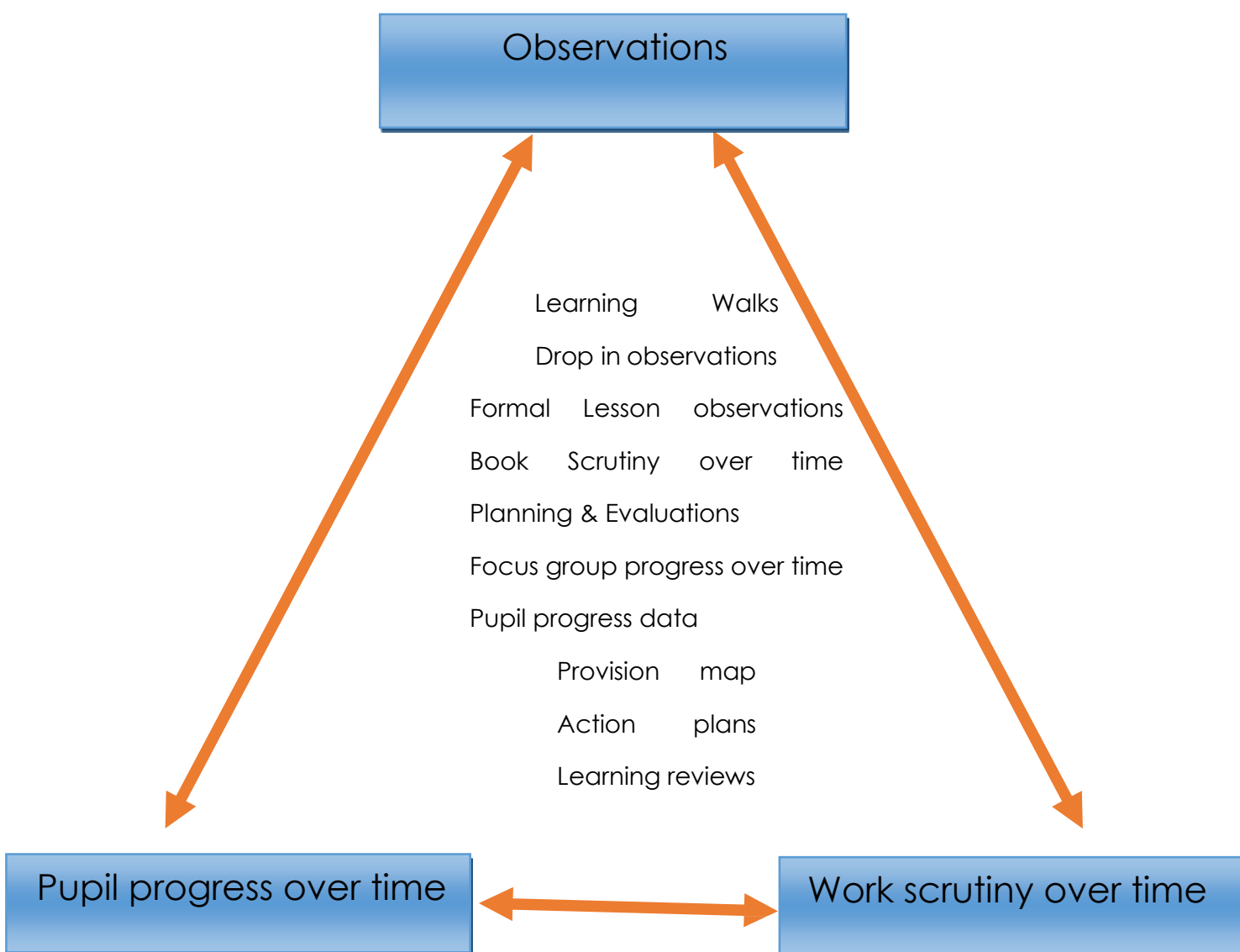
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Performance Appraisal

Triangulation-Monitoring of teaching and learning a working model



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TEACHERS' STANDARDS IN ENGLAND

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- 1.1.1 establish a safe and stimulating environment for pupils, rooted in mutual respect
- 1.1.2 set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- 1.1.3 demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- 1.2.1 be accountable for pupils' attainment, progress and outcomes
- 1.2.2 be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- 1.2.3 guide pupils to reflect on the progress they have made and their emerging needs
- 1.2.4 demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- 1.2.5 encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- 1.3.1 have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- 1.3.2 demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- 1.3.3 demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- 1.3.4 if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- 1.3.5 if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well-structured lessons

- 1.4.1 impart knowledge and develop understanding through effective use of lesson time
- 1.4.2 promote a love of learning and children's intellectual curiosity
- 1.4.3 set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- 1.4.4 reflect systematically on the effectiveness of lessons and approaches to teaching
- 1.4.5 contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- 1.5.1 know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- 1.5.2 have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- 1.5.3 demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- 1.5.4 have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- 1.6.1 know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- 1.6.2 make use of formative and summative assessment to secure pupils' progress
- 1.6.3 use relevant data to monitor progress, set targets, and plan subsequent lessons

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Ecclesiastes 3:12

1.6.4 give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

1.7.1 have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy

1.7.2 have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly

1.7.3 manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them

1.7.4 maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

1.8.1 make a positive contribution to the wider life and ethos of the school

1.8.2 develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support

1.8.3 deploy support staff effectively

1.8.4 take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues

1.8.5 communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

2.1.1 Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

2.1.1a treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position

2.1.1b having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions

2.1.1c showing tolerance of and respect for the rights of others

2.1.1d not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs

2.1.1e ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

2.2.2 Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

2.3.1 Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

This publication is also available for [here](#).

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BAND RANGE APPLICATION FORM

Teacher's Details:

Name _____

Post _____

Movement from Band _____ to Band _____

Performance Appraisal Details:

Number of years covered by successful Performance Appraisal reviews within the current Pay Band: _____

Number of years of this schools coverage and evidence of successful Performance Appraisal reviews: _____

Declaration:

I confirm that at the date of this request for assessment to cross the threshold I meet the eligibility criteria and I submit performance appraisal planning and review statements covering the relevant period.

Applicant's signature _____ Date _____

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PAY APPEALS PROCEDURE

The Governing Board is committed to ensuring that appeals against pay decisions meet the requirements of the dispute resolution provisions of employment law.

Teachers may seek a review of any determination in relation to their pay or any other decision taken by the Governing Board (or a committee or individual acting with delegated authority) that affects their pay. Please refer to the School Pay Policy for further information.

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