



# Appraisal Policy for Teachers

**Approved by:** Board of Trustees

**Last reviewed on:** November 2025

**Next review due by:** Autumn 2026

## **Policy Outline**

### **Reviewing the Policy**

Inspire Multi Academy Trust will keep the operation of this policy under review and will make such changes to the policy as deemed appropriate following consultation with the trade unions, where appropriate.

### **Summary of Changes**

The 2024/2025 Teacher Appraisal policy has been reviewed, with no changes, other than the publication dates and references to 2024/2025 have been updated to 2025/2026.

### **Equality Impact Assessment**

As with all policies that affect service users, the wider community or employees, schools should undertake an analysis of the potential equality impacts and record that assessment.

### **Contacts for help and assistance**

Please contact the Inspire Multi Academy Trust Central Team for help and assistance in applying the content of this policy.

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## 1 Introduction

- 1.1 This policy sets out the framework for 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 plan for improving educational provision and performance, and the standards expected of teachers. This has been written following consideration of DFE guidance, model policies as well as the Report of the Teacher Workload Advisory Group relating to making data work.
- 1.2 A separate policy sets out the arrangements that will apply when teachers fall below the levels of competence that are expected of them. (See the Teachers Capability Policy).
- 1.3 Teachers can request a copy of any additional policies referred to within this Policy from their line manager or school office.
- 1.4 This policy applies to the Chief Executive Headteacher, Lead Headteacher, Headteachers, senior leaders and to all teachers employed by Inspire Multi Academy Trust except those on contracts of less than one term, those undergoing induction (Early Career Teachers) and those who are subject of capability procedures.
- 1.5 The policy will be applied in a way that is robust whilst minimising the impact on workload for teachers, line managers and school leaders.

## **2 Data Protection**

- 2.1 A written record of all meetings conducted under this procedure will be made, either by the person holding the meeting or by an additional person arranged by the Trust /school to take notes. The Trust/school processes any personal data collected during the performance improvement procedure in accordance with its data protection policy. Any data collected is held securely and accessed by, and disclosed to, individuals only for the purposes of completing the performance improvement procedure. Inappropriate access or disclosure of employee data constitutes a data breach and should be reported in accordance with the Trust's data protection policy immediately. It may also constitute a disciplinary offence, which will be dealt with under the school's disciplinary procedure.

## **3 Confidentiality**

- 3.1 The appraisal processes will be treated with confidentiality. However, the desire for confidentiality does not override the need for the Headteacher, Lead Headteacher, Chief Executive Headteacher or Board of Trustees to quality-assure the operation and effectiveness of the appraisal system. Best practice is that the Headteacher, Lead Headteacher or Chief Executive Headteacher will review all teachers' objectives and written appraisal records, in order to moderate consistency of approach and expectation between different appraisers.

## **4 Employee Health & Wellbeing**

- 4.1 Inspire Multi Academy Trust are committed to creating an environment that promotes good mental health and where staff can thrive and feel supported. However, we

recognise that when performance matters are being discussed it can be a sensitive topic for all staff involved.

- 4.2 Ultimately it is the Board of Trustees who are responsible for ensuring, so far as reasonably practicable, that the health and wellbeing of the affected employees is considered at all times and that the relevant officer(s) appointed to support performance matters are continuing to support the health and wellbeing of employees.
- 4.3 The Board of Trustees are also responsible for ensuring that the health and wellbeing of those officers handling performance matters is taken into consideration to ensure they also feel supported throughout the process.

## **5 Consistency of Treatment and Fairness**

- 5.1 The Board of Trustees is committed to ensuring consistency of treatment and fairness. It will abide by all relevant equality legislation, including where the duty to make reasonable adjustments applies. The Board of Trustees is aware of the guidance on the Equality Act issued by the Department for Education.

## **6 Appraisal**

- 6.1 Appraisal in this 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 to develop as teachers.

## **7 The Appraisal Period**

- 7.1 The appraisal period will be for 12 months from 1<sup>st</sup> September 2025. There is flexibility to have a shorter or longer appraisal period in certain circumstances, where appropriate.
- 7.2 The length of the appraisal period for a teacher who is employed on a fixed term contract for a period of less than 12 months will be determined by the duration of the contract and an individual teacher's objectives should take account of the length of contract.
- 7.3 Where a teacher changes post part way through a cycle, the Headteacher, Lead Headteacher or Chief Executive Headteacher shall determine whether the cycle should begin again and whether to change the appraiser. Consideration will be given as to the teacher's objectives to ensure they are reflective of the new role and in line with the length of the appraisal period.

## **8 Appointing Appraisers**

- 8.1 The Chief Executive Headteacher will be appraised by the Chair of Trustees, supported by a suitably skilled and/or experienced external adviser (who has QTS) who has been appointed by the Board of Trustees for that purpose.

- 8.2 In this Trust the task of appraising the Lead Headteacher and Headteachers, including the setting of objectives, will be delegated to the Chief Executive Headteacher. Other senior leaders in schools are appraised by the Lead Headteacher or Headteacher.
- 8.3 The Lead Headteacher or Headteacher will decide who will carry out the appraisal for teachers. In cases where the Lead Headteacher or Headteacher is not the teacher's line manager, they may delegate duties linked to appraisal to the teacher's line manager.
- 8.4 Where a teacher has more than one line manager, the Lead Headteacher or Headteacher will determine which line manager will be best placed to manage and review the teacher's performance.
- 8.5 Where it becomes apparent that the appraiser will be absent for the majority of the cycle, or is unsuitable for professional reasons, the Lead Headteacher or Headteacher may perform those duties or delegate them in their entirety to another appropriate teacher. Where this teacher is not the appraisee's line manager the teacher will have a status in the staffing structure which is equivalent to or higher than the teacher's line manager.

## **9 Setting Objectives**

- 9.1 The Chief Executive Headteacher's objectives will be set by the Trust Board after consultation with the external adviser whilst having due regard to the work-life balance of the Chief Executive Headteacher. The Headteacher Standards 2020 will be used to inform the Performance Management of the Lead Headteacher and Headteachers.
- 9.3 Objectives for each teacher will be set before or as soon as practical 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. Consideration must be given as to how and when to set objectives for those teachers absent from work for any reason taking into account the reason for the absence, any adjustments that may be required as a result of the absence and how long they are likely to be absent for.
- 9.3 The objectives set for each teacher will be SMART: Specific, Measurable, Achievable, Realistic and Time-bound, will be equitable in relation to other teachers with similar roles and responsibilities and will be appropriate to the teacher's role and level of experience.
- 9.4 Objectives and performance management discussions will not be based on teacher generated data and predictions, or solely on the assessment data for a single group of pupils.
- 9.5 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.

- 9.6 The appraiser and teacher will seek to agree the objectives but, if that is not possible, the Headteacher 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.
- 9.7 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. In this Trust, all teachers will be assessed against the set of standards contained in the document called 'Teachers Standards' published in May 2012. The Board of Trustees will also consider whether certain teachers should also be assessed against other sets of standards published by the Secretary of State that are relevant to them and will advise the individual accordingly.
- 9.8 **For job share teaching staff** – appraisal objectives for the role should be determined and then set in a way that is pertinent to each individual teacher, the success criteria for which can be measured and attributed to each job share partner individually.
- 9.9 **For other staff on part time contracts, including Planning, Preparation and Assessment (PPA) cover roles** – objectives need to be set which are proportionate to the contracted hours, with success criteria which are relevant to the role they are undertaking. PPA cover teachers should be expected to plan, deliver and assess the work of the classes they are covering, and therefore are accountable for their impact through the appraisal process.
- 9.10 Part-time and job-share contract teachers must still individually demonstrate they are meeting the Teachers' Standards.
- 9.11 In this Trust, all teachers, including the Lead Headteacher and Headteachers, will have up to, but no more than three objectives per cycle, which may include whole school/team objectives.

## 10 Reviewing Performance

(\*\*DFE guidance - The Trust will set out what evidence they will take 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.\*\*)

- 10.1 Judgements relating to performance will be supported by evidence.
- 10.2 This Trust believes that observation of classroom practice and other responsibilities is important both as a way of assessing a teacher's performance in order to identify any particular strengths and areas for development they may have, and of gaining useful information which can inform school improvement more generally. All observations will be carried out in a supportive fashion and in line with the Classroom Observation Protocol attached at [Appendix 1](#).

- 10.3 In this Trust, 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 Trust/school.
- 10.4 Classroom observations will be carried out by those who have Qualified Teacher Status.
- 10.5 Other examples of evidence which may be used include:
- Task observations;
  - Scrutiny of books;
  - Reviews of assessment results and lesson planning records;
  - Internal tracking;
  - Moderation within and across schools
  - Evidence supporting progress against teacher standards, where appropriate.
- 10.6 Teachers (including the Chief Executive Headteacher, Lead Headteacher and Headteachers) who have responsibilities outside the classroom should expect to have their performance of those responsibilities observed and assessed as part of the appraisal process.
- 10.7 For appraisal purposes, the Board of Trustees is committed to ensuring that classroom and task 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
  - give feedback as soon as reasonably practical and;
  - respect the confidentiality of the information gained.
- 10.8 When deciding on what evidence a teacher has to provide, consideration should be given to workload in relation to evidence in light of updated DfE guidance following the Making Data Work report. 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. The collection of evidence should be proportionate and not increase workload for teachers.

## 11 Continuing Professional Development and Support

- 11.1 This Trust believes appraisal is a **supportive** process, which will be used to inform continuing professional development. The CPD programme will be informed by the training and development needs identified during the appraisal process. This Trust also 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 Trust/school improvement priorities and to the on-going professional development needs and priorities of individual teachers.
- 11.2 All teachers (including part time and job share teachers) are entitled to professional development opportunities and these should be discussed as part of appraisal. The Board of Trustees will ensure in the budget planning that, as far as possible, appropriate resources will be made available in the school budget for any training, support, and CPD.

- 11.3 In the case of competing demands on the Trust/school budget, a decision on relative priority will be taken on the provision of training or CPD with regard to the extent to which: a) the CPD identified is essential for an appraisee to meet their objectives; and b) the extent to which the training and support will help the school to achieve its priorities. The Trust/school's priorities will have precedence.
- 11.4 Teachers should not be held accountable for failing to make good progress towards meeting their performance criteria where the support recorded in the planning statement has not been provided.

## **11 Reviewing Performance and Feedback**

- 12.1 Teachers will receive constructive feedback on their performance throughout the year (at a time agreed at the start of the process) and as soon as practicable after the observation has taken place, or other evidence has come to light.
- 12.2 Feedback will highlight particular areas of strength as well as any areas that require further development.
- 12.3 In cases where the teacher is not on target, the review meeting should ensure that they are aware of this and have time to work towards being able to achieve their targets by the end of the appraisal period.
- 12.4 When progress is reviewed, 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. Where there are still concerns regarding performance or sufficient improvement has not been made the appraiser can move towards a development plan where a more structured plan for support can be initiated.

## **13 Assessment against Teacher Standards**

- 13.1 Each teacher's performance will be formally assessed in respect of each appraisal period.
- 13.2 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 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.

## **14 Development and Improvement Stage**

- 14.1 Except in the most serious cases of persistent failures to meet job expectations and teaching standards, resulting in negative consequences on the pupils and 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 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 will be determined on an individual basis to reflect the seriousness of the concerns);
  - explain the implications and process if no, or insufficient, improvement is made – e.g. commencement of capability procedure.
- 14.2 Informal support should be provided for a reasonable period to allow for performance improvement and usually 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 will meet with the teacher regularly to assess progress and ensure the agreed-upon support is being provided.
- 14.3 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.
- 14.4 If the development plan has not been met satisfactorily, the appraiser will determine whether to extend the period of review (usually no more than 2 weeks) before transitioning to the capability policy.

## **15 Transition to Capability**

- 15.1 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.
- 15.2 The transition to the capability procedure will not normally be made unless there is evidence gathered through the appraisal process that:
- Shows there has been a deterioration in their performance against agreed objectives and / or standards; (usually documented as part of the appraisal process or from supervision meetings) and
  - the underperformance is either serious or has persisted despite the provision of support through the development and improvement stage.
- 15.3 The individual should be advised in advance of the review/transition meeting that should a decision be taken to transition to the capability procedure there would be a requirement to disclose in writing if asked, whether or not that member of staff has, in the preceding two years, been the subject of capability procedures if the individual applies for a role in another

school or academy. This is in accordance with the School Staffing (England) (Amendment) Regulations 2012.

## **16 Annual Assessment**

16.1 Each teacher's performance will be assessed in respect of each appraisal period. In assessing the performance of the Chief Executive Headteacher, the Board of Trustees must consult the external adviser.

16.2 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 throughout the year in interim meetings which will take place (*e.g. once a term*).

16.3 The teacher will receive an appraisal report as soon as practicable following the end of each appraisal period and have the opportunity to comment on it. The 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 a discussion on wellbeing and workload and career progression/aspirations;

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

## **17 Monitoring and Evaluation**

17.1 The Chief Executive Headteacher will provide the Board of Trustees with a written report on the operation of the appraisal policy annually. The report will not contain any information which would enable any individual to be identified.

17.2 The report will include:

- the operation of the appraisal policy;
- the effectiveness of the school's appraisal procedures;
- teachers' training and development needs.

## **18 Retention of Statements**

18.1 Appraisal planning and review statements will be retained in line with Trust's retention protocols.

## Classroom Observation Protocol for the Purpose of Appraisal

- 1.0 The Board of Trustees 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 gained
- 2.0 The total period for appraisal classroom observation arranged for any teacher will have regard to the individual circumstances of the teacher. Observation will be kept to the minimum needed to determine that objectives are met and in accordance with local agreements. The number of observations will be consistent across the school and mindful of the effect on individuals.
- 3.0 The arrangements for appraisal classroom observation will be included in the annual assessment and will include the amount of observation, specify its *primary purpose*, any particular aspects of the teacher's performance which will be assessed, the duration of the observation, when during the appraisal cycle the observation will take place and who will conduct the observation.
- 4.0 An appraisal lesson observation will be a minimum of thirty minutes and the reviewer shall notify the reviewee of the date and timing of appraisal lesson observation at least five working days in advance of the proposed observation.
- 5.0 Where evidence emerges about the individual's teaching performance which gives rise to concern during the cycle, extra classroom observations may be arranged.
- 6.0 Classroom observations for appraisal will only be undertaken by an employee of the school who has QTS.
- 7.0 Classroom observations for appraisal 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.
- 8.0 Oral feedback should be given as soon as possible after the observation and no later than the end of the following working day. It will be given during directed time in a suitable, private environment.
- 9.0 Written feedback will be provided within five working days of the observation taking place. If issues emerged from an observation that were not part of the

original focus of the observation as recorded in the annual assessment these should also be covered in the written feedback.

- 10.0 The written record of feedback shall include the date on which the observation took place, the lesson observed and the length of the observation. The teacher has the right to append written comments on the feedback document.

**Example Development and Improvement Plan**

<b>Appraisal Support Programme – Development and Improvement Stage</b>							
<b>Academy:</b>							
<b>Staff Member:</b>							
<b>Date for review period:</b>	<table border="1"> <tr> <td><b>Start date:</b></td> <td></td> </tr> <tr> <td><b>Interim Review date:</b></td> <td></td> </tr> <tr> <td><b>Final review date:</b></td> <td></td> </tr> </table>	<b>Start date:</b>		<b>Interim Review date:</b>		<b>Final review date:</b>	
<b>Start date:</b>							
<b>Interim Review date:</b>							
<b>Final review date:</b>							

Objective	Activity	Date/Timescale	Support needed	Success Criteria	Monitoring	Feedback
Example: Plan a well structured lesson	Submit weekly lesson plans in line with school planning policy which include lesson aims, objectives, differentiation etc	Submitted by 2pm, Thursday weekly	Refresher session with XX to outline expectations of school planning.  Meeting with HT 3pm on Friday to give feedback	A well structured lesson plan covering all aspects as outlined in the policy.	Weekly by Headteacher for 2 weeks.	Mr X has managed to submit lesson plans for the deadline however more work is needed re differentiation.

**Headteacher comments:**

**Interim review:**

**Final review:**

**Staff Member Comments:**

**Interim Review:**

**Final review:**

**Headteacher's signature:** \_\_\_\_\_

**Staff member signature:** \_\_\_\_\_

