



# Appraisal Policy

For all TAMAT Academies:

This Appraisal Policy was approved and adopted by the Trust Board: Spr 2026  
It will be reviewed: Spr 2027

Version 26.0

## **Introduction and Purpose of Policy**

This policy sets out the framework for a clear and consistent assessment of the overall performance of staff across the Alliance Multi-Academy Trust (TAMAT) and for supporting their personal and professional development within the context of each school's development plan for improving educational provision and performance, the national standards expected of teachers and the role expectations of support staff.

This policy will be applied in a way that is robust whilst minimising the impact on workload for support staff, teachers, line managers, school leaders and governing bodies

The appraisal system in this school is intended to be a supportive and developmental process designed to ensure that all members of staff:

- have or fully develop the skills and access to support they need to carry out their role effectively.
- can continue to improve their professional practice and to develop further in their role

The appraisal system also provides the basis for ensuring that staff receive fair pay progression awards reflecting their achievements and contribution, in accordance with TAMAT's Pay Policy.

In line with **DFE Teacher Appraisal Guidance or Schools, July 2024** TAMAT's appraisal process aims to be "...intrinsically supportive and developmental, conducted within a school culture that values openness and fairness. Appraisal should be a nonbureaucratic process that recognises, encourages and validates a teacher's commitment to professional development, pedagogical excellence and effective performance."

This policy applies to all staff (including the Headteacher) employed by TAMAT except those on contracts of less than one term, teachers undergoing induction (i.e. ECTs) and those who are the subject of capability procedures or a period of probationary service.

The Trust Board is mindful of its obligations under the Equality Act 2010 and this policy will be applied fairly and consistently to all staff employed at the school, with the exceptions outlined above.

## **2. The Appraisal Period**

The appraisal period will run for twelve months from September to August (Teachers) and April to March (Support Staff). Employees who are engaged on a temporary or fixed term contract likely to last for less than one year will have their performance managed in accordance with the principles underpinning this policy. The length of the appraisal period will be determined by the known or likely duration of the contract.

## **3. Appointing Appraisers**

The CEO will be appraised by three trustees supported by the Trust External Advisor. Headteachers will be appraised by the CEO, the Education Trustee and the Chair of the Local Academy Board supported by the Trust External Advisor.

Central Business Officers will be appraised by the CEO supported by linked trustees to the role skill set.

Central Business Administrators will be appraised by their relevant Line Managers

Headteachers will determine who will appraise other members of staff within each of their schools.

### **Professional development**

The quality of teaching is the single most important in-school factor for improving pupil outcomes – and it is particularly important for pupils from disadvantaged backgrounds. Effective professional development is an integral part of ensuring high-quality teaching that enables teachers to manage teaching and learning effectively.

Professional development is a key component of teacher objectives, ensuring their professional practice remains up to date with the latest methodologies, technologies, and educational research.

Professional development is a shared responsibility between the individual teacher and their school.

Leaders will consider the personal development needs of teachers alongside school improvement needs. (The removal of the requirement for performance related pay (July 2024) is to allow schools to have a greater opportunity to focus on professional development in objectives and appraisals).

TAMAT alongside individual schools will identify sufficient resources and support to meet teachers' and the school's professional development needs.

Teachers have a responsibility to be proactive in identifying their own needs and utilising all resources and opportunities open to them to meet them (such as collaborating, observing and making use of research). Leaders will consider how a teacher is supported to implement learning in their school, and how professional development opportunities taken build on and complement each-other.

As part of facilitating high-quality professional development for teachers and school leaders, TAMAT uses National Professional Qualifications (NPQs) to support an individual and school's development needs.

## **4. Setting Objectives**

### **4.1 General**

Objectives for each member of staff will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set for each appraisee will be 'SMART' (i.e. specific, measurable, achievable, realistic and time-bound) and will be appropriate to the individual's role and level of experience. It may be determined that specific objectives require a longer time span than a single appraisal period, in which case appropriate milestones towards the

achievement of such objectives will be built in, in order to monitor progress within each appraisal period.

The appraiser and appraisee will seek to agree the objectives. Where this is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change.

Objectives should be revised if circumstances change, such as but not limited to an individual going on maternity leave, or undergoing surgery/medical treatment, to take account of the anticipated absence and to allow the individual to meet reduced and attainable targets.

## **4.2 Teaching Staff**

The CEO's and Headteacher's objectives will be set by the Trust Board Appraisal Panel and Headteacher's Appraisal Panel respectively, in consultation with Trust Improvement Advisor by 31<sup>st</sup> December.

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 the school. This will be ensured by quality assuring all objectives against the career stage expectations within the Pay Policy and the School Development Plan.

Objectives should have a strong focus on effective professional development to ensure that teachers stay up to date with the latest methodologies, technologies, and educational research.

With the exception of those who are qualified teachers by virtue of holding and maintaining Qualified Teacher Learning and Skills (QTLS) status, all teachers will be assessed against the set of standards contained in the document "Teachers' Standards" published in July 2011".

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.

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 (see Appendix 2 for link to national standards) and will complete a self-evaluation to help inform staff needs. In addition, the reviewer will discuss, and wherever possible agree with each teacher, the evidence base to be used for assessment at the end of the appraisal period.

Objectives will be subject to moderation before they are finalised in accordance with the school's arrangements for monitoring and evaluation in section 7.

## **4.3 Support Staff**

Although the appraisal process may require adaptation for different roles, the Trust Board and Local Academy Boards will continue to ensure that all employees have the opportunity to have their performance reviewed on an annual basis and are accountable in their roles for improving provision for the pupils at each school.

Objectives will relate to the trust/school's plans for improving educational provision where relevant to the individual's role; otherwise (or in addition) they may relate to progress in a specific task and/or professional development.

Relevant occupational or professional standards will be used as a backdrop for the appraisal discussion where appropriate.

## **5. Agreeing Evidence Base and Reviewing Performance**

### **5.1 Reviewing Teachers' Performance**

#### Classroom Observation

TAMAT believes that observation of classroom practice and other responsibilities is important both as a way of assessing teachers' 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 observation will be carried out in a supportive fashion.

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. Teachers can, however, expect to be formally observed on a minimum of three occasions in any appraisal cycle. Classroom observation will be carried out by those with QTS. In addition to formal observation, Headteachers or other leaders with responsibility for teaching standards may "drop in" in order to evaluate the standards of teaching and to check that high standards of professional performance are established and maintained. The length and frequency of "drop in" observations will vary depending on specific circumstances.

#### Other Evidence

In addition to classroom observations, the reviewer will discuss, and wherever possible agree with each teacher, the evidence base to be used for assessment at the end of the appraisal period. The evidence base may vary according to the chosen objectives and any development focus but is likely to include:

- Lesson plans
- Book scrutiny
- Learning walks
- Pupil progress data
- Examination / test outcomes
- Pupil / parental surveys
- Wider school contribution
- Subject leadership reporting
- Outcomes from professional development and training
- Remote learning provision (as necessary)

The range and level of evidence collected for appraisal and pay determination purposes will be proportionate and will not add to the appraisee's workload.

### Use of Assessment Data

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.

Objectives may be set in relation to robust assessment data; however, these will not be used in isolation and other factors will also be considered when making decisions on performance which may impact on pay progression.

### Other Responsibilities

Teachers (including the Headteacher) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

A summary of monitoring judgements and evaluation (see Appendix 4) will form part of the pay committee review.

### 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 will use their professional judgement when appraising teachers' performance. There are no rigid models that seek to set out exactly what the relevant standards mean for teachers at different stages in their careers and teachers will not be expected routinely to provide evidence that they meet all the standards.

## **5.2 Reviewing Support Staff Performance**

The process of reviewing support staff performance may involve a mixture of informal and formal evidence gathering and assessment. For teaching assistants, data will normally consist of evidence of student work or progress. For other support staff there may be evidence from project documentation or from co-workers, customers or managers which can feed into the process. It is an expectation that staff will submit evidence relevant to their targets either at or prior to appraisal meetings.

## **5.3 Development and Support**

Appraisal is a supportive process which will be used to inform continuing professional development as well as decisions on differentiated pay progression, where relevant. The school wishes to encourage a culture in which all members of staff take responsibility for improving their performance through appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual members of staff linked to professional standards (where appropriate).

## 5.4 Feedback

All members of staff will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence comes to light. Feedback will highlight particular areas of strength as well as any areas that need further development.

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, an individual 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 individual's performance the appraiser will arrange to meet the member of staff to:

- give clear feedback about the nature and seriousness of the concerns.
- give the member of staff the opportunity to comment and discuss the concerns.
- agree any informal support (e.g. coaching, mentoring, structured observations for teachers), that will be provided to help address those specific concerns.
- 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 procedure.

There will be a clear relationship between the issue, the objectives set, and the planned documented programme of support put in place.

The line manager/appraiser will partner with the appraisee in a collaborative manner to establish objectives and timelines, taking into account individual circumstances. This may include any medical conditions, well-being support needs, or disabilities protected by equality legislation.

Informal support should be provided for a reasonable period to allow for performance improvement (most often a minimum of 6 weeks). The exact duration will be determined based on the specific circumstances, with appropriate support in place to facilitate improvement.

The appraiser will meet with the appraisee regularly to assess progress and ensure the agreed-upon support is being provided.

The appraisal plan will be revised as necessary to reflect any changes, such as to the objectives or planned development activities.

When progress is reviewed, if the appraiser is satisfied that the appraisee 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.

## 5.5 Transition to Capability Procedures

If the appraiser is not satisfied with progress made in response to support provided during the informal support process, to the extent that the appraisee is deemed to be seriously underperforming, the individual will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the capability procedure. They will be invited to a formal capability meeting in accordance with the school's adopted procedure.

Disciplinary procedures will only be triggered by factors related to misconduct or breach of professional standards.

## 5.6 Annual Assessment

Each member of staff's performance will be formally assessed in respect of each appraisal period by line managers and overseen by Headteacher and/or CEO. In assessing the performance of the Headteacher or the CEO, the Chair of LAB or Chair of Trust board and Education Trustee will consult the External Advisor.

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 at least once a term. The reviewer will use interim meetings to check progress against objectives and that evidence-gathering is on track to inform the final assessment of performance at the end of the appraisal year.

The appraisee will receive as soon as practicable following the end of each appraisal period – and have the opportunity to comment in writing on – a written appraisal report, (see Appendix 3). All teaching staff will receive their written appraisal reports by 31 October. All support staff will receive their written appraisal reports by 30 April. The appraisal report will include:

- details of the individual's objectives for the appraisal period in question.
- an assessment of the appraisee's performance of their role and responsibilities against their objectives and,
  - for teachers, the relevant standards or,
  - for support staff, their job description and any occupational or national standards deemed relevant.
- an assessment of the appraisee's training and 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/aspiration
- a recommendation on pay where relevant in accordance with the school's pay policy;
- The assessment of performance and of training and development needs will inform the planning process for the following appraisal period.

## 6. Data Protection

When conducting an employee's appraisal, the school processes personal data collected in accordance with its data protection policy. Data collected by the school as part of the operation of the appraisal process is held securely and accessed by, and disclosed to, individuals only for

the purposes of managing his/her appraisal or to quality assure the operation and effectiveness of the appraisal system. Inappropriate access or disclosure of employee data constitutes a data breach and should be reported in accordance with the data protection policy immediately. It may also constitute a disciplinary offence, which will be dealt with under the school's disciplinary procedure.

The appraisal process will be treated with confidentiality. However, the desire for confidentiality does not override the need for the Headteachers, CEO, designated trustees and local governors to quality assure the operation and effectiveness of the appraisal system.

## **7. Monitoring and Evaluation**

The Local Academy Board and Headteacher will monitor the operation and effectiveness of the school's appraisal arrangements. For the Headteacher, CBT and CEO this will be the Trust Board.

These processes are clearly outlined in the Pay Policy through the Teaching and Learning Matrix (see Appendix 1).

- The Headteacher or Deputy Headteacher will review all teachers' objectives to check consistency of approach and expectation between different appraisers.
- The Headteacher will be appraised of all pay recommendations (if these are made by multiple reviewers) and will moderate these for consistency, taking into account the Teaching & Learning Matrix adopted by TAMAT in the pay policy.
- Reviewers will receive training to ensure they are familiar with the Teacher Standards and the school's approach to appraisal, objective setting and pay recommendations.
- The Headteachers will provide the Pay Committees of the Local Academy Boards with a written annual report on the appraisal process. (See Appendix 6).
- The CEO will provide the Pay Committee of the Trust Board with a written report on the appraisal process for Headteachers and members of the CBT.
- Appraisal overview is explained through Appraisal Flowchart (Appendix 5).

## **8. Retention**

The Headteachers and CEO will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.

## **9. Progression To and Through the Upper Pay Range**

If a teacher wishes to be considered for progression to the upper pay range, he/she should follow the process laid out in the school's pay policy and submit an application by the deadline in the policy. Copies of the application forms are available via the teacher's reviewer.

Progression through the upper pay range will be based on the outcome of appraisal and assessment against criteria in the school's pay policy.

**Appendix 1**

TAMAT Teaching & Learning Matrix

**Appendix 2**

Teacher, UPS and Leadership Reflection and Review Form – against national standards (if not using online system)

**Appendix 3**

Example of Staff Appraisal Form - bringing together self-evaluation, target setting and review

**Appendix 4**

Monitoring and Evaluation Summary

**Appendix 5**

Appraisal Flow Chart

**Appendix 6**

Example of Summary Report to LAB Pay Committee

**Appendix 7**

Examples of additional documents to support appraisal process