TEACHER APPRAISAL POLICY

2026 - 2028

TEACHER APPRAISAL POLICY – 2026 - 2028

Mission Statement

At St Sebastian's, Christ is at the heart of all we do.

Inspired by the faith and courage of St Sebastian and rooted in Gospel values, we grow together in faith, strive to be our best and use our God-given gifts.

We celebrate our diversity, care for one another and work together to make a positive difference in our community and God's world.

GROW IN FAITH – STRIVE TO BE OUR BEST – LOVE AND SERVE

School Motto

Guided by Christ, inspired by St Sebastian:

Only my best will do. Be kind to one another. Amen.

TEACHER APPRAISAL POLICY – 2026 - 2028

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TEACHER APPRAISAL POLICY – 2026 - 2028

POLICY WRITTEN & ADOPTED	September 2026
RESPONSIBLE BODY	St Sebastian's Governing Body
RESPONSIBLE PERSON	Mrs J McCormick (Headteacher)
OPERATIONAL LEAD	Mrs J McCormick (Headteacher ׀ DSL) Mr N Mosaid (Deputy Headteacher ׀ Deputy DSL) Mrs L McCormick (Assistant Headteacher ׀ Deputy DSL ׀ SENCO) Ms K Mello (Pastoral Lead ׀ Deputy DSL) Mrs K Feeney (EYFS Lead ׀ Deputy DSL) Ms P Scrimshaw (Daycare Manager ׀ DSL)
SHARED WITH GOVERNORS	Autumn 1 Governors Meeting (01.10.2026)
NEXT REVIEW	September 2028 *or sooner following changes to statutory guidance, identified concerns or a significant incident*

TEACHER APPRAISAL POLICY

Version: 5

Date: November 2025



This policy has been consulted centrally and fully agreed by teaching trade unions.

To change <u>any</u> aspect of this policy at a school level, the relevant body must consult appropriately with school teaching staff and their recognised trade union representatives.

DOCUMENT STATUS

Version	Date	Action
Version 1	2013	
Version 2	18/10/2016	Policy Revisions proposed by Unions
Version 3	22/3/17	Revisions agreed by Teacher JCC Revisions at 4.3, 5.4, Sec 8
Version 4	04/05/22	Revisions agreed at JCC
Version 5	11/2025	Revisions agreed at JCC

TEACHER APPRAISAL POLICY – 2026 - 2028

SCHOOL POLICY FOR APPRAISING TEACHER PERFORMANCE

The governing body of St Sebastian's Catholic Primary School, Nursery & Daycare adopted this policy on 1st October 2026.

This policy will be reviewed every 2 years.

1. PURPOSE

1.1 This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the head teacher, and for supporting their professional development within the context of the school's plan for improving educational provision and performance, the teacher's job description and the standards expected of teachers. [Ref to DfE document "Teacher Standards 2012"]. The arrangements that will apply when teachers fall below the levels of competence expected of them are dealt with under a separate policy.

1.2 The policy applies to the head teacher and to all teachers employed by this school or local authority, except those on contracts of less than one term, those undergoing induction (i.e. ECTs) and those who are subject to the School Capability [Performance] Policy.

1.3 Appraisal in this school will be a supportive and developmental process designed to ensure that all teachers have the skills and 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, to develop as teachers and foster a professional dialogue between colleagues.

2. THE APPRAISAL PERIOD

2.1 The appraisal period will run for twelve months in accordance with the dates outlined within the School Pay Policy.

2.2 Teachers who are employed on a fixed term contract of less than one year will have their performance managed in accordance with the principles underpinning this policy. The length of the period for assessment will be determined by the duration of their contract.

2.3 There is flexibility to have a longer or shorter appraisal period when teachers begin or end employment with a school or local authority or when unattached teachers change post within the same authority.

2.4 Where a teacher starts their employment part way through a cycle, the head teacher shall determine the length of the first cycle for that teacher, with a view to bringing the cycle into line with the cycle for other teachers at the school as soon as possible.

2.5 Where a teacher transfers to a new post within the school part way through a cycle, the head teacher shall determine whether the cycle shall begin again, depending upon the post, responsibility, etc.

3. APPOINTING APPRAISERS

3.1 The head teacher 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 head teacher, including the setting of objectives, will be delegated to a sub-group consisting of three members of the governing body.

3.3 The head teacher will decide who will appraise other teachers. However, the designated appraiser, where possible, will have line management responsibility for the teacher they are appraising. Where a teacher has objections to the appointed appraiser, these should be put in writing to the head teacher who will give due consideration to these concerns and respond to the teacher accordingly.

3.4 Except in the case of the head teacher being the appraiser, it is advised that the maximum number of teachers that any appraiser should be expected to review per cycle, should be no more than 5.

4. SETTING OBJECTIVES

4.1 The head teacher's objectives will be set by the governing body after consultation with the external adviser.

4.2 Objectives for each teacher will be set before or as soon as practicable after, the start of each appraisal period. The objectives set will be rigorous, challenging, achievable, time-bound, fair and equitable in relation to teachers with similar roles/responsibilities and experience. The appraiser and teacher will seek to agree the objectives together but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change. Due consideration will be given to the need to maintain a healthy work life balance for both appraiser and the teacher. Any teacher wishing to raise a formal objection to the objectives may do so via the appeals procedure set out at Appendix 1.

4.3 No teacher (including the head teacher), will have more than 3 objectives (with no sub-divisions) and teachers will not necessarily have the same number of objectives. When setting objectives consideration should be given to the full-time/part-time status of the teacher for example the number or range of objectives may be modified for part-time staff.

4.4 The objectives set for each teacher will contribute toward the school's plans for;

- improving the school's educational provision and performance
- improving the education and attainment of pupils

This will be ensured by the head teacher / governing body quality assuring objectives against the school improvement plan.

4.5 When appraising teachers, appraisers will refer to the most recent Teachers' standards documents.

4.6 The head teacher or governing body (as appropriate) will need to consider whether certain teachers should also be assessed against other sets of standards published by the Secretary of State that are relevant to them, for example, SENCO standards.

4.7 Although the appraisal process is an assessment of overall performance of teachers and head teachers, objectives cannot cover the full range of a teacher's roles/responsibilities. Objectives will therefore, focus on both school and individual priorities whilst also being informed by Teacher Standards.

4.8 Every effort should be made to meet objectives in full. However, an appraiser may conclude that significant progress has been made towards achieving objectives and in these instances the teacher may be assessed favourably. The rationale for this conclusion should be recorded on the Teachers Appraisal form.

5. REVIEWING PERFORMANCE

5.1 A holistic approach should be taken to appraisal in order to identify any particular strengths and areas for development that a teacher may have and for gaining useful information that can inform school improvement generally.

5.2 Methods of appraising teacher performance could include:

- Reviewing pupil work
- Lesson observations
- Contributions to development of teaching and learning
- Review Meetings

5.3 The head teacher or other leaders with responsibility for teaching standards may drop into lessons in order to check that high standards of professional performance are established and maintained. Drop-ins will not be used for the purpose of classroom observation so will not be recorded and individual written feedback will not be given for the purpose of appraisal.

5.4 Observation of classroom practice will be carried out in a supportive fashion and not add to teacher workload. Appendix 2 contains principles on how classroom observation will be conducted.

5.5 INFORMAL REVIEW MEETINGS

5.5.1 Professional discussion regarding progress, concerns and feedback should be ongoing. There is no requirement to schedule formal meetings to review the cycle for all teachers. An interim review must occur where the teacher requires more support.

5.5.2 A record of any meetings, including details of any advice and support, will be made on the teachers appraisal form and shared with the teacher.

6. DEVELOPMENT & SUPPORT

6.1 Appraisal is a supportive process which will be used to inform continuing professional development. This school 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 school improvement priorities and to the ongoing professional development needs and priorities of individual teachers

6.2 Before commencing the informal support, the appraiser should examine at this stage the possibility that the member of staff's professional performance may be affected by ill health or some external influence or concern and offer support as appropriate. If this is the case the matter may be dealt with under the appropriate procedure before any consideration is given to informal support.

7. FEEDBACK

7.1 Teachers will receive constructive feedback on their professional practice throughout the year and as soon as practicable in the event that concerns come to light. Feedback will highlight particular areas of strength as well as any areas that need attention. Feedback on classroom observations will be given in line with the principles included in appendix 2.

7.2 A written copy of advice and support will be shared with the teacher, as paragraph 5.6.2.

8 IDENITFYING CONCERNS

This section describes the informal approach to addressing concerns. This option will be followed before movement to formal capability. It does not form part of the formal capability procedure and should be fully managed as an integral part of the appraisal process by the Teacher's Appraiser only.

Where required improvements are not evident by the end of the interventions agreed under this section, the matter may be referred to the Head teacher (if not the Appraiser) for management under the separate Capability Policy and Procedure.

8.1 On-going professional dialogue as referred to in parts 5.5.1 and 5.5.2 may be as useful, or more useful, in achieving the required positive outcomes for all parties and this option should be given serious consideration.

8.2 Where significant evidence arises that previous advice and support, provided under parts 5.5.1 and 5.5.2, has not resulted in improvement as agreed, a written record must be shared with the teacher and that record will form the basis of the discussions under this section.

8.3 The appraiser will invite the teacher to a formal review meeting. In such circumstances the teacher must be advised to contact their trade union or professional association for advice, guidance and support both before and after the review meeting.

8.4 Written records produced under this section must include details of the concerns, evidence of professional discussions and details of the support provided.

8.5 This purpose of the Review meeting is:

- for the appraiser to give clear feedback to the teacher about the nature and seriousness of the concerns with reference to the evidence;
- to give the teacher the opportunity to comment and discuss the concerns;
- to agree any support (e.g. training, coaching, mentoring, structured observations), that will be provided to help address the specific concerns. It is not sufficient simply to refer to the Teachers' Standards. The discussion and support agreed must be meaningful, with the intent of gaining acceptable and sustainable improvements in performance
- for the appraiser to make clear how, and by when, the progress will be reviewed;
- to revise appraisal objectives (where appropriate). In this case, it will be necessary to allow additional sufficient time for improvement in these circumstances and the amount of time will be set by the appraiser.
- to advise the teacher of the timescales for improvement. These will be set by the appraiser and should ensure sufficient opportunity for the teacher to improve, whilst also reflecting the seriousness of the concerns. This should be a minimum of 6 weeks and a maximum of 13 weeks. If performance improves and the issue is resolved before then the appraisal process should continue as normal.

- for the appraiser to explain the implications and process if no, or insufficient, improvement is made with reference to the School Capability (Performance) Procedure. [ref to para 9.1]

8.6 A written record of the meeting including any revised objectives, support and timescales must be sent to the teacher. This must include advice to contact their trade union representative and must confirm that the advice in 8.3 has been given.

8.7 During this period for improvement discussions should be ongoing and a midpoint meeting and a further meeting must be held at the end of the time period to review progress.

8.8 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 though that process. It may be appropriate to extend the timeframe if ongoing support is still required.

8.9 Where the appraiser has serious concerns that the teacher's performance is having an immediate detrimental impact on the education, health, safety or wellbeing of pupils or colleagues, the timescales for improvement and level of support for the teacher should reflect this.

9 TRANSITION TO CAPABILITY

9.1 If the appraiser, having followed section 8 of this policy, still has concerns about serious underperformance, the teacher will be notified in writing that the appraisal system will no longer apply and that their performance will be managed by the Headteacher [if not the appraiser] under the School Capability [Performance] Procedure.

10 ANNUAL ASSESSMENT

10.1 Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the head teacher, the governing body must consult the external adviser.

10.2 This assessment is the end point to the annual appraisal process. The school will operate a "no surprises" appraisal process, although there is no requirement to schedule formal meetings to review the cycle for all teachers, but regular conversations may still take place. An invitation to the appraisee to attend an interim review must occur where the teacher requires more support.

10.3 The teacher 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. In this school, teachers will receive their written appraisal reports by 31st October [head teacher by 31st December].

10.4 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;

- where objectives have not been met in full, but the appraiser is satisfied that significant progress has been made, the rationale for this decision.

- pay recommendations *(NB – pay recommendations need to be made by 31 December for head teachers and by 31 October for other teachers);* Pay progression is automatic for teachers within the appraisal process.

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

10.6 The appraisal process is confidential to the head teacher, appraiser and teacher. However, this does not override the need for the head teacher and governing body to quality assure the operation and effectiveness of the appraisal system.

11 MONITORING & EVALUATION

11.1 The governing body will monitor the operation and effectiveness of the appraisal system.

11.2 The head teacher will provide the Governing Body with a written report on the operation and effectiveness of the school appraisal policy annually, including compliance with equalities legislation. The report will not identify anyone by name and will include an assessment of the impact of the policy on;

- Race
- Gender
- Sexual Orientation
- Disability
- Religion and belief
- Age
- Part time status
- Maternity/pregnancy

11.3 The head teacher will also report on whether there have been any appeals or representations on the grounds of any of the categories above.

12 APPENDICES

APPENDIX 1 : APPEALS PROCEDURE

It is the intention that the Appeals Procedure will be dealt with promptly, thoroughly and impartially. When a teacher feels that any aspect of their appraisal objectives are unfair or unjust, they may appeal against them, and present evidence to support their argument for consideration.

Teachers / Head Teachers should put their appeal in writing to either the Head Teacher or the Governing Body; their appeal should include sufficient details of its basis.

Appeals should be heard without unreasonable delay and at an agreed date, time and place. Employees have a statutory right to be accompanied at any stage of an appeal hearing by a companion who may be either a work colleague or a trade union representative.

The order of proceedings is as follows:

a) Review Stage

1. The teacher receives written confirmation of their appraisal objectives.

2. If the teacher is not satisfied, he/she should seek to resolve this by discussing the matter informally with the Appraiser within 10 working days of the decision.

3. Where this is not possible, or where the teacher continues to be dissatisfied, he/she may follow a formal appeal process.

b) Formal Appeal Stage

1. The teacher should set down in writing the grounds for appeal and send it to the Appraiser.

2. Within 10 working days of receipt of the appeal the arrangements for the appeal hearing will be communicated.

3. Any appeal should be heard by a panel of three governors normally within 20 working days of the receipt of the written appeal notification. The teacher will be given the opportunity to make representations in person. The decision of the appeal panel will be given in writing within 10 working days, and where the appeal is rejected will include a note of the evidence considered and the reasons for the decision.

The decision at the Formal Appeal Stage is final.

The procedure for the conduct of formal meetings shall be in line with the general school appeals procedure.

APPENDIX 2 : PRINCIPLES FOR CLASSROOM OBERSERVATIONS

Classroom observations will be carried out by those with QTS and will not exceed 3 hours or exceed 3 separate observations for all purposes. This does not preclude additional observations during the appraisal cycle where it is deemed necessary by both parties under section 5 or 8. Consideration should be given to the full-time/part-time status of the teacher.

The focus and timing of observations will be discussed and agreed by the appraiser and the teacher. Notice will be given to the teacher at least one week in advance which lesson will be observed in all circumstances. Part-time staff may need more than one week's notice.

Oral feedback will be given as soon as possible after an observation and no later than the end of the following working day. Written feedback will be provided within 5 working days of the observation taking place.

School leaders and governors are 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
- Respect the confidentiality of the information gained, and;
- Ensure that observations are not excessive but are reasonable, proportionate and supportive.

13 VERSION CONTROL

Author and owner: Human Resources

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The audience of this document is made aware that a physical copy may not be the latest available version. The latest version, which supersedes all previous versions, is available on the LCC Intranet.

Version Number	Date	Change	Author
V1	2023		HR
V2	18/10/16	Policy revisions proposed by Unions	
V3	22/03/17	Revisions agreed by Teacher JCC Revisions at 4.3, 5.4, sec 8	
V4	04/05/22	Revisions agreed at JCC	
V5	11/2025	Revisions agreed at JCC	