THAMESFIELD COLLEGE

CHANGING LIVES | CREATING FUTURES

Teaching Staff Appraisal Policy

For implementation from September 2026

Prepared for Thamesfield College

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Teaching Staff Appraisal Policy

Changing Lives | Creating Futures

Policy statement
Thamesfield College will use appraisal as a supportive and developmental process that recognises effective practice, identifies professional learning and assesses performance fairly without unnecessary workload.

Document control information

Policy name	Teaching Staff Appraisal Policy
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1 Purpose and application

This policy sets a clear and consistent framework for assessing the overall performance of teachers and school leaders, supporting their development and connecting individual practice with Thamesfield's plans for improving provision and outcomes.

It applies to teachers and school leaders employed for one term or more. In accordance with the Education School Teachers' Appraisal Regulations, it does not apply to teachers undergoing statutory induction or to a teacher while their performance is being managed under Policy 0007B. Teachers employed for less than one year will be appraised proportionately to the length of the contract.

2 Principles

- Appraisal will be supportive, developmental, fair and rooted in open professional dialogue.
- Objectives will be aspirational but achievable, appropriate to role and experience, and substantially within the teacher's control.
- Evidence will be agreed in advance where practicable and drawn mainly from normal school activity.
- No teacher will be required to produce an extensive portfolio or duplicate information already available.
- Assessment will use professional judgement and a range of evidence; it will not rely solely on pupil data, a single group or a single observation.
- Teachers working part time or with protected characteristics will be treated fairly and objectives will be adjusted when circumstances materially change.
- Feedback, professional development, workload and wellbeing will be considered throughout the cycle.

3 Appraisal period and appraisers

The appraisal period runs for twelve months from 1 September to 31 August. Objectives will be set before or as soon as practicable after the start of the period. Progress will be discussed through ordinary line-management dialogue and a documented mid-year review. The annual review will normally be completed by 31 October following the end of the period.

The Headteacher appoints appraisers for teachers, normally through the line-management structure, and will ensure they are suitably trained. Where there is a serious conflict of interest or another good reason, the Headteacher may appoint a different appraiser. The Headteacher is appraised under section 10.

4 Setting objectives

The appraiser and teacher will seek to agree a small number of clear objectives. If agreement cannot be reached, the appraiser will determine reasonable objectives and the teacher may record their disagreement. Objectives and success criteria will be recorded in writing.

Objectives will reflect the teacher's role, Teachers' Standards, professional development and the school's improvement priorities. Thamesfield's annual priorities may be used as a framework, but each objective must remain specific to the person's responsibilities and circumstances. Numerical targets will not be set where achievement is materially beyond the teacher's control.

Objectives will be reviewed and revised where circumstances change, including a change of role, working pattern, prolonged absence, maternity or family leave, disability, health treatment, or a material change to pupils or provision. The appraiser will have regard to workload and work-life balance.

5 Evidence and reviewing performance

At objective setting, the appraiser will explain the standards and evidence that will inform assessment. All teachers will be assessed against the Teachers' Standards at a level reasonably expected for their role and career stage, together with their objectives and responsibilities. Teachers are not expected routinely to evidence every standard.

Evidence may include normal pupil work and progress information, curriculum or provision review, lesson visits, learning walks, professional dialogue, feedback, contribution to the wider school, leadership impact and relevant records generated in ordinary practice. The reliability, context and relevance of evidence will be considered. Pupil outcomes will be viewed alongside starting points, attendance, mobility and the particular context of a PRU.

Observations and visits are developmental and non-graded. Their purpose, arrangements and likely use will be clear. Feedback will be provided promptly. A short visit or learning walk will not be represented as a formal lesson observation. Additional observation may be arranged where it is proportionate to an identified development or support need.

6 Professional development feedback and wellbeing

Appraisal will inform continuing professional development and provide regular constructive feedback on strengths and development. Professional learning will reflect the teacher's needs, curriculum responsibilities, SEND expertise and school priorities. Agreed support is part of the appraisal record and its availability will be considered when performance is reviewed.

Review meetings will include an appropriate discussion of workload, working hours, wellbeing, career aspirations, flexible working where relevant and any support or adjustment needed. An employee does not need to disclose a diagnosis, but relevant information shared will be considered fairly and confidentially.

7 Informal support

Where an aspect of performance causes concern, the appraiser will raise it promptly and provide focused informal support within appraisal. The teacher will be told in writing that this support is being provided because of a performance concern. The process will identify specific examples, the required standard, clear objectives, success criteria, support, evidence and review dates.

Support may include coaching, mentoring, modelling, professional development, structured observation, resources, clearer guidance, closer feedback or appropriate workload and workplace adjustments. There will be a clear relationship between the concern, objective and support.

Informal support will normally last at least six weeks. Its length will reflect seriousness, working pattern, school closure, opportunities to demonstrate improvement, health, disability and time needed to put support or adjustments in place. The appraiser will meet the teacher regularly and record progress and support delivered.

If sufficient improvement is made or is securely underway, appraisal will continue normally, with any remaining support recorded. Informal support is not a formal sanction.

8 Transition to capability

If a teacher demonstrates serious underperformance or has not made sufficient improvement through documented informal support, the appraiser will consult the Headteacher and Surrey HR. The teacher will be notified in writing that appraisal will cease in relation to the identified concerns and that Policy 0007B will apply. They will receive the evidence and an invitation to the appropriate formal capability meeting.

Conduct, deliberate negligence or breach of professional rules is considered under Policy 0007A. The routes may run concurrently only where distinct facts require it and HR advice confirms that this can be managed fairly.

9 Annual assessment and report

Each teacher's performance will be assessed for every appraisal period. As soon as practicable after the period, the teacher will receive and may comment on a written appraisal report containing:

- the objectives for the period;
- an assessment of performance against objectives, role responsibilities and relevant standards;
- an assessment of professional development needs and agreed action;

- a record of relevant wellbeing or workload discussion where appropriate;
- where applicable, a recommendation on pay progression made in accordance with the pay policy; and
- space for the teacher's comments.

Where the teacher disagrees, they may add written comments and use the review or appeal route in the pay policy for a pay decision. The appraisal report will distinguish between an objective affected by changed circumstances and unsatisfactory performance.

10 Headteacher appraisal

The Management Committee will appoint a panel of two or three members to appraise the Headteacher, supported by a suitably skilled external adviser. The panel will set objectives after consulting the adviser and will assess performance against those objectives, the Headteacher's responsibilities and the relevant standards. It will have regard to workload and work-life balance. The panel will make any pay recommendation under the school's pay policy.

11 Confidentiality appeals and monitoring

Appraisal information is confidential and will be shared only with those who need it for appraisal, moderation, pay, professional development, governance or legal duties. Records will be held securely under the retention schedule. The Headteacher may moderate objectives and outcomes to check consistency and equality without creating unnecessary paperwork.

A teacher who disagrees with objectives or an appraisal assessment should first record their comments and seek review by the Headteacher or an uninvolved senior leader. A disagreement about a pay decision follows the pay-policy appeal route. Concerns about discrimination or material procedural unfairness may be raised under Policy 0009.

The Headteacher will report anonymised information to the Management Committee on completion, professional development, workload, consistency and equality. The Management Committee will not receive individual appraisal documents other than those required for Headteacher appraisal or a delegated appeal.

12 Approval and review

The Management Committee approves this policy following appropriate consultation with staff and recognised representatives. It will be reviewed annually and earlier following changes to the Appraisal Regulations, DfE guidance, the School Teachers' Pay and Conditions Document, Surrey policy or the school's structure.

	Name and role	Signature and date
For the Management Committee	Steve Price, Chair of the Management Committee	
For the school	Nick Elliott, Headteacher	