

Policy Name: Appraisal

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Summary

Appraisal is a supportive and developmental process which is designed to ensure that all staff have the skills and support to carry out their role effectively and are able to continue to improve their professional development and practice.

The policy sets out the framework for a clear and consistent assessment of the overall performance of staff, including teachers, how this will be measured against the expected standards and link to decisions about pay.

To achieve the best outcomes for the school and its pupils, objectives and development must be within the context of the school's plan for improving educational provision and performance.

Occasionally the appraisal process does not resolve concerns which arise about performance, and it becomes necessary to manage improvement through the capability procedure.

This is a model policy developed by Gloucestershire County Council for schools and it has been adopted and extended by the Management Committee of Gloucestershire Hospital Education Service (GHES). It should be read in conjunction with the Capability Procedure adopted by which is Gloucestershire County Council capability documents for unattached teachers and green book employees.

Contents:

- 1.0 [Introduction](#)**
- 2.0 [Appraisal](#)**
- 3.0 [Support staff appraisal](#)**
- 4.0 [Teachers appraisal](#)**
- 5.0 [Objective setting](#)**
- 6.0 [Absence and the appraisal](#)**
- 7.0 [Inadequate appraisal ratings](#)**
- 8.0 [Pay and appraisals](#)**
- 9.0 [Appealing an appraisal outcome](#)**
- 10.0 [The Governing Body role](#)**
- 11.0 [Helpful sources of information](#)**

1.0 Introduction

- 1.1 The appraisal will be a supportive and developmental process designed to ensure that all staff have the skills and support to carry out their roles effectively. It will help to ensure that all staff are able to continue to improve their professional development and practice and to demonstrate Gloucestershire County Council's values and behaviours. [Ref: Section 11.1.7]
- 1.2 The policy sets out the framework for a clear and consistent assessment of the overall performance of staff. It should be read in conjunction with all policies listed in Section 11.
- 1.3 Objectives and development must be within the context of the school's plan for improving educational provision and performance.
- 1.4 When the appraisal process does not resolve concerns which arise about performance, it becomes necessary to manage improvement through the capability procedure.
- 1.5 This policy does not form part of any employee's contract of employment and is entirely non-contractual. It may be amended, withdrawn, suspended or departed from at the discretion of the school at anytime.
- 1.6 This policy applies to teachers ('burgundy book') and support staff ('green book').

2.0 Appraisal

- 2.1 An appraisal is a regular review of performance-including both achievement of target/objectives and demonstration of values and behaviours.

A safe and supportive environment where all staff and their line managers can have an open and honest conversations about successes and areas for improvement.
- 2.2 All staff should have a PDR (and a six-month PDR review) with their manager to discuss how they're performing, agree key areas of focus for the coming year and create a personal development plan. The PDR includes both achievement of targets/ objectives (the **what**) and the values and behaviours demonstrated (the **how**).
- 2.3 It enables the employee and the appraiser to discuss how the job is met, how the employee can contribute to the aims and success of the school and the right outcomes for pupils. It will also provide a regular opportunity to discuss with the manager/head teacher any difficulties that may be affecting work, and what support can be given to make changes.
- 2.4 It applies to all staff in the school, excluding those on contracts of less than one traditional term or two new terms; those undergoing induction (probationary period for support staff and NQT Early Career Teacher (ECT) period for teachers); and staff who are subject to the capability procedure.
- 2.5 It is good practice to meet regularly throughout the year to discuss how staff are performing, and whether they are on track to meet the objectives set. It should be reviewed regularly at 1:1 meetings and adjusted as necessary to ensure it is a 'live' document.

2.6 GHES has decided that the annual appraisal cycle will be as follows:

- 2.6.1 31st October for teachers
- 2.6.2 31st December for Headteachers
- 2.6.3 31st October for support staff

2.7 A six-monthly PDR review should be completed between March and April.

2.8 It is expected that all staff participate in the appraisal process. For teaching staff in an Alternative Provision setting there is a statutory requirement for the Management Committee to have an appraisal policy.

2.9 For support staff, although not a legal requirement, appraisal is part of good management practice to enable staff members to have a regular discussion about their work and is expected through employment of GCC.

2.10 The Headteacher / Head of Service will be appraised by their Line Manager (Education SLT at GCC) and the Chair of the Management Committee.

2.11 The Headteacher will decide who will appraise other teachers and support staff. The appraiser will be either the employee's manager or someone appropriate with equivalent or higher status in the school's staffing structure. For teachers, the appraiser will have qualified teacher status.

2.12 If the member of staff has an objection to the allocation of an appraiser, they should explain their reasons, in writing, to the Headteacher (Chair of Management Committee in the case of the Headteacher), who will consider the situation. However, the decision lies with the Headteacher (Chair of Management Committee).

2.13 Appraisal information and documentation will remain confidential to the employee and the appraiser, line manager and the Headteacher. In certain circumstances, such as concerns about performance or an appeal, it may be necessary to share the documentation on a confidential basis with those involved in taking the matter forward under the terms of this or a related policy.

2.14 OFSTED is entitled to see anonymised appraisal information, as is the Management Committee, for monitoring purposes.

3.0 Support staff appraisal

3.1 For support staff there will be a discussion regarding the role(s) in school. This may cover how the role has changed or may change but there will be:

- 3.1.1 A review of the standard of work and whether or not it meets expectations
- 3.1.2 A review of the demonstration of GCC employee values and behaviours
- 3.1.3 Unless this is the first appraisal, a review of how well last years objectives have been achieved
- 3.1.4 If the role supports pupils' learning, a review of how well this is working
- 3.1.5 A check that the individual has the right levels of knowledge and skills required for the role, and then consideration of any training or development needs

- 3.1.6 Agree a personal development plan to include key areas of focus for the next year linked to the whole service priorities
- 3.1.7 A discussion of strengths and careers aspirations
- 3.1.8 Review any further support that may be required.

4.0 Teachers appraisal

- 4.1 For teachers the appraisal will consider the whole role undertaken in school. Teachers who hold additional responsibility, for example, a Teaching & Learning responsibility (TLR), as SENCO, or on the Leadership pay range, (including the Headteacher), will have these duties and responsibilities included, and it could form the basis for one or more of the objectives. The discussion will also consider:
 - 4.1.1 How the role has changed or may change
 - 4.1.2 Unless this is the first appraisal, the appraiser will review performance in completing last year's objectives
 - 4.1.3 Assessment against the Teachers Standards, or appropriate standards if the employee does not hold Qualified Teacher Status (QTS)
 - 4.1.4 A review of the demonstration of GCC employee values and behaviours
 - 4.1.5 Any training and development to meet the needs of the service and support the teacher's continuous professional development
 - 4.1.6 The progress of pupils assigned to the employee
 - 4.1.7 Agree a personal development plan to include key areas of focus for the next year linked to the whole service priorities
 - 4.1.8 Whether objectives and relevant standards have been successfully met
 - 4.1.9 A discussion of strengths and careers aspirations
 - 4.1.10 Review the need for further support.
- 4.2 Evidence for the appraisal process may come from a variety of sources, such as:
 - 4.2.1 Lesson visits
 - 4.2.2 Participation in Learning Community meetings that demonstrate reflection and share knowledge, skills and understanding with others
 - 4.2.3 CPD sharing and reflection
 - 4.2.4 Student progress
 - 4.2.5 Student case studies
 - 4.2.6 Examples of student feedback, marking and assessment
 - 4.2.7 Participation within Teaching and Learning reviews that demonstrate skills, knowledge and understanding
 - 4.2.8 Development of strategies to support students with learning needs
 - 4.2.9 Contributions towards curriculum design
 - 4.2.10 Leading items in subject curriculum meetings
 - 4.2.11 Evidence of work to support UPR oversight
 - 4.2.12 Feedback from others: students, parents, colleagues, other professionals.
- 4.3 At GHES the Headteacher will set up a cycle of lesson visits and pupil/staff shadowing across the school which will involve all teaching staff and the senior leadership team. The purpose of these is to enable high quality professional dialogue and reflection about teaching and learning.

- 4.4 Lesson visits along with evidence from subject and whole staff meetings about student work, reflections on marking and feedback, feedback from students will inform the quality of teaching for the whole service and individual teaching staff. Student case studies will enable best practice for individual students to be put in place.
- 4.5 After any lesson visit we expect there to be constructive feedback shortly after, aimed at being balanced and supportive, raising areas of strength as well as considering areas needing development.

5.0 Objective setting

- 5.1 Objectives set will be appropriate to the role the employee holds in school, their career aspirations and the level of skills and experience. An objective may be about performing the job more effectively, or it may be a particular project or task, but it should contribute to educational provision, pupil outcomes, and continuous school improvement, either directly or indirectly, depending on the role.
- 5.2 For teachers there will normally be three objectives, set before or as soon as practicable after the start of the appraisal period. One of the objectives should focus on CPD. Objectives for support staff are not as prescriptive, but it is expected to follow the same pattern as for teachers.
- 5.3 The objectives will be set before, or as soon as practicable after, the start of each appraisal period. The target set for each employee will be Specific, Measurable, Realistic, and Time-bound, and will be appropriate to the employee's role and level of experience.
- 5.4 Whilst the appraiser will look to agree the objectives with the employee, if this is not possible, the final decision will be with the appraiser. 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.

6.0 Absence and the appraisal

- 6.1 Attendance may be an area of concern and can affect the outcome of the appraisal. However the circumstances for each individual will be different and these will need to be taken into consideration. [Refer Section 11.1.2 & 11.1.3]
- 6.2 If an employee is on maternity leave, the school should take into consideration the performance, both prior to and on return from maternity leave. Where there has normally been good or better performance whilst at work, it is reasonable to expect that this would have been the case had the employee not been away from work.
- 6.3 With sickness absence not related to maternity the situation is more complex. Intermittent or long-term absence is likely to impact on individual and school performance, and may need to be dealt with as a performance issue under the school's sickness absence or attendance policy. The school will have due regard to any disability or other condition which affects attendance and performance at work. Employees should ensure that their line manager or head teacher is made aware of any such condition as it arises. [Ref. Section 11.1.2 & 11.1.3 & 11.1.9]

7.0 Inadequate appraisal – where performance is less than satisfactory

- 7.1 As part of the regular meetings the employee has with their appraiser, they will be made aware of the areas they need to improve and what they need to do to meet expectations.
- 7.2 When a concern arises, if a meeting is not scheduled, then the line manager or Headteacher should arrange a meeting as part of the appraisal process to discuss the concerns.
- 7.3 The following should be completed at the meeting (This list is not exhaustive):
 - 7.3.1 Revise objectives to reflect areas of development
 - 7.3.2 Agree appropriate support and how it will be put in place
 - 7.3.3 Timescales for improvement will be agreed including a date for the next meeting
- 7.4 This will be part of the normal appraisal process. It will review whether or not the employee has addressed the areas of concern. If they have, then the appraisal process can continue.
- 7.5 If concerns remain, the line manager or Headteacher will arrange a structured meeting to establish an action plan. The meeting will:
 - 7.5.1 Give clear feedback about the nature and seriousness of the concerns
 - 7.5.2 Clarify what action and support has already taken place
 - 7.5.3 Give the employee the opportunity to comment and discuss the concerns
 - 7.5.4 Agree any support that will be provided to help address the concerns
 - 7.5.5 Make it clear how progress will be monitored and when it will be reviewed. This may be part of the PDR process or through a Personal Improvement Plan (PIP)
 - 7.5.6 Explain what will happen next if no, or insufficient, improvement is made.
- 7.6 If after the monitoring period there has been insufficient improvement, the employee will be notified in writing and invited to a formal meeting under the capability procedure.
- 7.7 Depending on how serious the concerns are (including recurring concerns about performance) the line manager/Headteacher may decide to move straight to the capability procedure as soon as the concerns have been identified.

8.0 Pay and appraisals

- 8.1 Targets will be set in the first academic term for assessment the following October. The Pay Policies [Ref. Section 11.1.1 & 11.1.8] set out the criteria required to achieve a pay increase and progress through the pay range or achieve a change in pay range. Broadly this means that teaching staff will need to achieve the objectives and the teacher standards, with teaching assessed to be consistently good or better. And for Support Staff (green book employees) confirmation that the employee has satisfactorily met the requirements of the job.
- 8.2 Teachers are entitled to receive an annual statement of pay and this will confirm any change as a result of the appraisal.

- 8.3 For support staff, an increment will be received on 1st April each year until the maximum of the grade is reached. Particular arrangements apply for support staff that commence their employment on or after 1st October. Should performance fall below the expected standard and the employee become subject to formal performance (including capability) procedures, incremental progression is likely to be withheld.
- 8.4 For all staff, the appraiser/Headteacher should inform the employee that pay may be affected when serious concerns are raised about performance.

9.0 Appealing an appraisal outcome

- 9.1 The first stage is to discuss with the appraiser the decisions about performance that have been made and to understand the evidence on which those decisions are based. If the employee can demonstrate that evidence used for the appraisal was inaccurate or incomplete, the employee should make this information available to the appraiser, who can review the assessment and decide whether or not they need to change the appraisal outcomes.
- 9.2 If the employee remains unhappy with the decision, they can write to the Headteacher (Chair of Management Committee in the case of the Headteacher) who will arrange for the situation to be reviewed.
- 9.3 If the employee is unhappy about a pay decision arising out of appraisal this can be dealt with through the pay appeal process as detailed in the pay policy.

10.0 The Pay Panel Role – Education Team with the LA

The following is directly from the Unattached Teachers Pay Policy 2024/2025 [Ref: Section 11.1.1]

- 10.1 To apply the Teachers' Pay Policy on behalf of the council.
- 10.2 To ensure that this policy links effectively with the Appraisal requirements for teachers (based on the Education (School Teachers' Appraisal) (England) Regulations 2012).
- 10.3 To ensure that relevant managers of teachers provide the Panel with a current and accurate job profile and that this document is regularly reviewed.
- 10.4 To consider line management recommendations and be responsible for the annual pay and performance related decisions for teachers.
- 10.5 To regularly review the pay scales for leadership and teachers.
- 10.6 To receive and process requests for the review of pay and grading based on changed duties and responsibilities during the course of the working year.
- 10.7 To make appropriate arrangements for representations from employees to be heard on pay related matters including salary, grading or pay decisions and to seek whatever additional evidence, information or advice is necessary to respond to this request.

- 10.8 To ensure that every teacher has an annual review of their salary and a written salary statement, no later than one month after the date of determination.
- 10.9 The Pay Panel will keep its work and the results of individual reviews and decisions confidential. The Chair of the Panel will keep appropriate records and report to the ELT periodically regarding progress and the work of the Panel including decisions reached.

11.0 The Role of the Management Committee

- 11.1 To monitor the appraisal arrangements to ensure that the appraisal procedures are conducted fairly and without unfair discrimination.
- 11.2 The Headteacher will present an annual report to the Management Committee summarising the main outcomes, or issues that may require review, including matters affecting standards, curriculum or resource planning.

11.0 Helpful sources of information

- 11.1 There are a number of policies that are linked to the appraisal policy

- 11.1.1 [GCC Unattached Teachers pay policy](#)
- 11.1.2 [GCC sickness absence policy](#) for unattached teachers
- 11.1.3 [GCC Unattached Teachers attendance policy](#)
- 11.1.4 [GCC / GHES Capability policy](#)
- 11.1.5 [GCC/GHES Conduct policy](#)
- 11.1.6 [Teachers' Standards](#)
- 11.1.7 [GCC Values and Behaviours](#)
- 11.1.8 [GCC Salary Progression \[green book employees\]](#)
- 11.1.9 [GCC Sickness and Absence – creating an attendance culture](#)