



# Appraisal Policy

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Annually

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# Appraisal Policy

Hodge Hill College

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## **1. Introduction**

- 1.1 Hodge Hill College is committed to providing high quality teaching and learning. Through our workforce we aim to provide opportunities for all of our pupils, whatever their ability to reach their full potential. Each employee will therefore be given support to ensure that they have the skills they need to carry out their role, help them continually improve their performance and develop to their full potential which will in turn help improve outcomes for our young people.
- 1.2 Having an effective performance management process in place is one of the ways we can support our employees and deal with performance matters as they arise. This involves effective day-to-day supervision, carrying out appraisals, providing development opportunities and operating a fair and reasonable capability process.
- 1.3 This appraisal policy has been developed to comply with current legislation including the Education (School Teachers' Appraisal) (England) Regulations 2012 (the Appraisal Regulations).
- 1.4 This policy has been agreed following consultation with staff and the recognised trade unions. The Governing Body adopted this policy on Finance, Staffing and Premises committee 18<sup>th</sup> May 2016 and is reviewed annually
- 1.5 This policy does not form part of any employee's contract of employment and may be amended at any time.

## **2. Scope and purpose of this policy**

- 2.0 The purpose of this policy is to set out the framework for a clear and consistent assessment of the overall performance of all employees, and for supporting their development within the context of the College's plan for improving educational provision and performance, and the set standards expected of each employee.
- 2.1 This College regards the Department for Education Teachers' Standards as the baseline of expectations for the professional practice and conduct of teachers, from the point of qualification.
- 2.2 The College regards the 'Staff Code of Conduct' and 'Values and Behaviours for school support staff' as the baseline of expectations for the professional practice and conduct of support staff.
- 2.3 The Governing Body has decided to use the principles of the Appraisal Regulations and apply them to support staff employed within the College, to ensure consistency across all employees.
- 2.4 This policy applies to all employees of the College, including teachers and support staff, except those on contracts of less than one term, those undergoing induction and

those who are subject to the College's Capability Policy. It does not apply to agency workers.

- 2.5 Employees within a probationary period are, in addition, subject to the College's Probationary Policy.

Where an employee is not covered by this policy as set out in 2.4 and 2.5 above, then performance will be managed through regular supervision and feedback and any other applicable school policies.

### 3. The appraisal period

The appraisal period will run for twelve months from [September] to [September]. Employees who are employed on a fixed term contract of less than one year will have their performance managed in accordance with the probationary policy. The length of the period and employee's objectives will be determined by their contract. [Employees who are within their probationary period, will be managed in accordance with the probationary policy. However the appraisal period of this policy will still apply].

*Author*

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This will be your appraisal cycle and it is for individual schools/academies to determine their own cycle. If you decide to have separate cycles for teaching staff and support staff, set this out here.

### 4. Appointing appraisers

- 4.1 The Head Teacher will be appraised by the Governing Body. This has been delegated to a sub-group of three governors. In appraising the performance of the Head Teacher the Governing Body must consult the appointed external advisor.
- 4.2 The Head Teacher of the College will decide who will appraise all other employees.
- 4.3 Employees will be notified of who their appraiser will be, before or as soon as practicable after the start of each appraisal period.

### 5. Setting objectives

#### All employees

- 5.1 Objectives for each employee will be set before or as soon as practicable after, the start of each appraisal period and will be linked to the School Improvement Plan and the College Business Plan as appropriate. The objectives will be Specific, Measurable, Achievable, Realistic and Time-bound (SMART) and will be fair, reasonable and appropriate to their role and level of experience. The appraiser and appraisee will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives.
- 5.2 Objectives may be revised if circumstances change during the appraisal period.
- 5.3 The objectives set for each employee will, if achieved, contribute to the College's plans for improving educational provision and performance and improving the education of pupils. The Head Teacher of the College together with the senior leadership team will

be responsible for quality assuring objectives set across the whole College against the College's improvement plan and or business plan as appropriate.

The performance of each employee will be assessed against the relevant standards, which contribute to our aims and provide a guide for employees in their relevant role. At this School, the standards for:

- (a) teachers are set out in the [Teachers' Standards](#) and is available on our Staff shared drive
- (b) support staff are set out in [Support Staff Code of Conduct](#) which is available on our staff shared drive

## 6. Reviewing performance

### Observation

#### Teachers, teaching assistants and pastoral staff

- 6.1 This College understands the importance of carrying out observation of classroom practice, assemblies and other responsibilities of teachers, teaching assistants and pastoral staff. Observation assesses performance to identify strengths (so the appraiser can give positive feedback and praise) and areas for development but also provides a way of gaining useful information which can inform improvements in the College more generally.
- 6.2 In this College, performance will be regularly observed but the amount and type of classroom observation will depend on the individual circumstances of the employee and the overall needs of the College. Responsibilities outside the classroom will also be observed and assessed where appropriate. The means of assessment will include arrangements for observation, including the amount of observation, its purpose(s), any particular aspects of the teacher's work to be assessed during observation, its expected timing and duration, and who is likely to undertake the observation. Observation will be undertaken by people who have qualified teacher status, are adequately prepared and have the appropriate professional skills. The normal expectation at HHC would be that observations would not exceed 3 hours duration in any academic year. However, recently qualified colleagues and those whose performance review has indicated that their performance is below acceptable standards will require additional observation as part of their professional development. NQTs and unqualified teachers in training will follow the cycle adopted by their providers. It should be explained to all teachers that if at any point during the appraisal cycle it is considered that the teacher needs or the teacher seeks extra support, additional observation may be arranged. The teacher will be notified of an observation in advance, although drop-ins to classrooms will not be specifically notified. All observation will be carried out in a supportive fashion. Classroom

observation for teachers, teaching assistants and pastoral staff will be carried out by those with QTS.

- 6.3 In addition to formal observation, the Head Teacher or other leaders with responsibility for teaching standards may “drop in” as part of the published quality assurance programme in order to evaluate the standards of teaching and classroom practice and to check that high standards of professional performance are established and maintained. In addition the Head Teacher or other leaders both teaching and pastoral will drop in and support staff as part of their daily routine to support behaviour for learning of all year groups. The length and frequency of “drop in” observations will vary depending on specific circumstances. “Drop in” can be used to provide feedback to teachers as part of the ongoing supportive nature of the appraisal process.

### **Development and support**

- 6.4 Our appraisal process is used to inform and decide continuing professional development which improves performance. The College encourages a culture in which all employees take responsibility for improving their performance in their role and extending their depth of knowledge through appropriate professional development. Agreed training and professional development will be linked to College improvement priorities and business plan, and where possible, to the ongoing professional development needs and priorities of individuals. We are committed to supporting appropriate and reasonable development which not only assists the employee in their role but also leads to improvements in performance across the College.

### **Feedback**

- 6.5 Within this College, employees will receive constructive feedback on their performance throughout the year and as soon as practicable after an observation has taken place (where applicable) or other evidence has come to light. Feedback should highlight particular areas of strength as well as any areas that need attention. Often this can resolve issues without the need for any formal action.
- 6.6 Feedback will also be sought from relevant employees within the College for example, a teacher may be asked to provide feedback on a teaching assistant who works with them.
- 6.7 Where there are concerns about any aspects of an employee’s performance the appraiser will arrange a meeting to discuss with a member of the leadership team and

appraisee to discuss the nature and level of the concerns. The meeting with the appraisee will:

- (a) give clear feedback about the nature and seriousness of the concerns;
- (b) give the appraisee the opportunity to comment and discuss the concerns;
- (c) find out if there are any issues (both in or outside of work) that are affecting their performance that the appraiser can assist with or provide support;
- (d) make clear what improvements need to be made and how this can be achieved;
- (e) agree any support (for example coaching, mentoring, training, structured observations, observing others in a similar role etc), that will be provided to help address those specific concerns;
- (f) make clear how, and by when, the appraiser will review progress either by setting new and clear objectives which will be assessed during the review period or by revising current objectives, allowing sufficient time for improvement; the amount of time for this should reflect the seriousness of the concerns. This will be an informal review period;
- (g) explain the implications and process if no – or insufficient – improvement is made during the informal review period i.e. the application of the capability policy.

6.8 This meeting can happen at any time during the appraisal period. It is designed to be a supportive meeting to address issues early to avoid the matter escalating, giving the employee the opportunity to improve. At the meeting, the appraiser will present evidence collected that indicates that the employee's performance is not up to the required standard. There is no right to be accompanied to this meeting. Although this is part of an informal process, a note of the meeting will be made and a copy given to the employee so that they are clear about the support they will be given, what improvements need to be made and the timescales.

6.9 An informal review period will follow this meeting; the length will be determined by the appraiser based on the individual circumstances of the situation but it should not be unduly long. During the informal review period, regular meetings should take place to ensure progress is being made.

6.10 At the end of this informal review period when progress is reviewed, if the appraiser is satisfied that the employee 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. If performance is improving and the appraiser feels that further time is required to monitor improving performance, the appraiser can decide to extend the informal review period but it should not be unduly long. If no or insufficient improvement is being made, then the process set out below (section 9)

should be followed. It will be for the appraiser to decide which procedure will be followed.

## **7. Annual assessment**

7.1 Performance and development priorities will be reviewed and addressed throughout the process and an interim appraisal meeting may take place at the mid-point of the cycle (April) to review performance and progress towards objectives. Any concerns will be noted and an appropriate support plan will be put in place for the remainder of the cycle. The support plan will set out what improvement is required and what support will be provided.

7.2 An annual assessment is the end point to the annual appraisal cycle and will formally assess each employee's performance in respect of that cycle. The employee will receive a written appraisal report following the final review meeting as soon as practicable afterwards and by 31<sup>st</sup> October and have the opportunity to comment on it in writing. The appraisal report will be a summary of the performance during the year and set out what the employee's development needs are for the next year. In particular the report will include:

- (a) details of the objectives for the appraisal period in question;
- (b) an assessment of performance against their objectives AND any relevant standards;
- (c) a summary of observation findings if applicable;
- (d) an assessment of training and professional development needs and identification of any action that should be taken to address them;
- (e) a recommendation on pay if relevant. This will be in accordance with the Pay Policy, which will include reference to sources of evidence that may be used in assessment of pay progression.

7.3 The assessment of performance and of professional development needs from each individual appraisal will inform the planning process for the following appraisal period for the whole School.

## **8. Monitoring & Evaluation**

### All employees

8.1 During the appraisal period, each employee has a responsibility for gathering evidence of their progress throughout the year in order for them to identify any particular strengths or areas for further development at [the interim and] annual review

meetings. The appraiser will then record the discussion on this evidence and make an assessment in the appraisal report.

### Teachers

8.2 In addition, a range of evidence should be available to the appraiser on a teacher's performance as part of Hodge Hill College's quality assurance processes. Evidence may include but is not limited to:

- (a) lesson observations (including "drop ins")
- (b) work scrutiny
- (c) questionnaires (pupil or parent – where obtained)
- (d) planning scrutiny
- (e) learning walks
- (f) pupil feedback (where obtained)
- (g) tracking data of pupil's progress
- (h) progress of individuals/groups
- (i) evidence of meeting Standards
- (j) Assessment of TLR

## **9. Transition to Capability**

9.1 Performance management is an ongoing process. If the appraiser is not satisfied with progress, despite the support provided, the employee 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.

## **10. General Principles Underlying This policy**

### **Confidentiality**

10.1 The appraisal process will be treated confidentially. However, the desire for confidentiality does not override the need for the Head Teacher and Governing Body to quality-assure the operation and effectiveness of the appraisal system. In this College the Head Teacher, in conjunction with the senior leadership team, is responsible for reviewing objectives and written appraisal records, in order to check consistency of approach and expectation between different appraisers.

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

10.2 Hodge Hill College and the Governing Body are committed to ensuring consistency of treatment and fairness. It will abide by all relevant equality legislation, including the

duty to make reasonable adjustments for disabled employees. The Governing Body is aware of the guidance on the Equality Act issued by the Department for Education.

### **Monitoring and Evaluation**

- 10.3 The Governing Body and Head Teacher will monitor the operation and effectiveness of the appraisal arrangements. In developing, applying and evaluating this policy we will monitor the impact on different groups of people with protected characteristics in line with the College's Equal Opportunities policy. This will ensure that what we do is done fairly.

### **Retention**

- 10.4 The Governing Body and Head Teacher will ensure that all written appraisal records are retained in a secure place. It is the appraiser's responsibility to ensure HR has a copy of all relevant documents. All records will be kept no longer than is necessary in accordance with the Data Protection Act 1998.

## **11. Review of policy**

- 11.1 This policy is reviewed annually by Hodge Hill College in consultation with the recognised trade unions
- 11.2 We will monitor the application and outcomes of this policy to ensure it is working effectively.

