



Appraisal Policy for Centrally Employed Teachers

Human Resources

Introduced: September 2013

Updated: March 2025

This policy sets out the framework for a clear and consistent assessment of the overall performance of centrally employed teachers employed by Telford & Wrekin Council and for supporting their development within the context of the council's plan for improving outcomes for children and young people whilst supporting the morale and continuous professional development of employees.

There is a separate Performance Management Policy which also sets out the formal arrangements that will apply when this policy has not been effective in supporting the employee to improve their performance to the level expected.

Appraisal will be a supportive and developmental process designed to ensure that all employees have or fully develop the skills and access to support they need to carry out their role effectively. It will help to ensure that all employees are able to continue to improve their professional practice and to develop in their roles.

This policy should be read in conjunction with the Council's Pay Policy for Centrally Employed Teachers which provides details of the arrangements relating to teacher's pay in accordance with the School Teachers' Pay and Conditions Document.

This policy applies to all centrally employed teachers, except those on contracts of less than one term, those undergoing induction (i.e. ECT's) and those who are subject to the formal Performance Management Policy.

1. The Appraisal Period

The appraisal period will run for twelve months from 1st September to 31 August.

Those employees who are employed on a fixed term contract of less than one year or who commence employment part-way through the appraisal period, will have their performance managed in accordance with the principles underpinning this policy. The length of the period will be determined by the duration of their contract and an employee's objectives should take account of the length of contract.

2. Appointing Appraisers

Teachers will be appraised by their line managers and the appraisers will be qualified teachers where this is possible.

The appraisee will have the opportunity to object to their choice of appraiser, this will be reasonably considered, and an alternative appraiser will be appointed, if possible or appropriate.

All appraisers will be trained to undertake appraisals.

3. Setting Objectives

- ☑ Objectives for each employee will be set before, or as soon as practicable, after the start of each appraisal period.
- ☑ The objectives set for each employee will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the employees' role and level of experience.
- ☑ Objectives and appraisal discussions will not be based on employee's generated data and predictions, or solely on the assessment data for a single group of pupils.
- ☑ The appraiser and employee will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Should this be the case the reason for the objection to these objectives will be recorded and considered at the appraisal review.
- ☑ Objectives will be revised during the appraisal period if circumstances change. For example, in the case of those employees who have periods of long-term absence (maternity/adoption leave, sick leave etc.), taking into account the anticipated absence and allowing the employee to meet reduced and attainable targets, they may also be revised if there are changes to job roles to make them relevant to that new role.
- ☑ The objectives set for each employee will, if achieved, contribute to the Council's plans for improving the outcomes and attainment of children and young people in the borough. Objectives will also have a strong focus on effective professional development to ensure that employees stay up to date with the latest methodologies, technologies, and educational research.
- ☑ Before, or as soon as practicable after, the start of each appraisal period, each employee will be informed of the standards against which their performance in that appraisal period will be assessed. Except for those who are qualified teachers by virtue of holding and maintaining Qualified Teacher Learning and Skills (QTLS) status, all teachers must be assessed against the set of standards contained in the document called "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.
- ☑ Employees' performance is assessed against their objectives, and the relevant standards (for QTLS Teachers). The appraiser will set out what they will consider when making judgements as to whether employees have met their objectives and the relevant standards. Evidence used in the appraisal process will relate directly to objectives and should be agreed in advance and be readily available from day-to-day practice. Numerical targets will not be set if they are beyond the teacher's control to achieve them.

This might but does not have to include:

- improvements in specific elements of practice, such as behavior management, development of pedagogy or providing feedback,

- impact on effectiveness of teachers or other staff,
- wider contribution to the work of the Council.

4. Reviewing Performance

4.1 Evidence

We will set out what evidence we will consider when making judgements about a employee performance and whether they have met the relevant standards and their individual objectives.

This evidence will be decided upon when the objectives are set at the beginning of the appraisal process.

This Council believes that a range of different methods should be utilised, in a supportive fashion, to assess teachers' performance. It is important to our organisation that methods of **assessing teacher performance do not add to the workload.**

4.2 Development and support

Appraisal is a supportive process which will be used to determine decisions on pay progression and inform continuing professional development.

We encourage a culture in which all employees take responsibility for improving their teaching performance through appropriate professional development.

Professional development will be linked to Council priorities and to the ongoing professional development needs and priorities of individual employees.

4.3 Feedback

Employees will receive constructive feedback on their performance throughout the year and as soon as it is practicable, following any observation or other evidence that has come to light. Feedback will highlight areas of strength as well as any areas that require further development.

There will be at least one appraisal review meeting during the appraisal period.

5. Annual Assessment

Each teacher's performance will be formally assessed in respect of each appraisal period.

This assessment is the end point to the annual appraisal process, however, performance and development priorities will be reviewed and addressed on a regular basis throughout the year in interim meetings which will take place (e.g. once a term).

The employee will receive as soon as practicable following the end of each appraisal period – and can comment on – an appraisal report.

The appraisal report will include:

- ☒ details of the 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.
- ☑ a section for the employees to make their own comments should they wish

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

Assessment against Teachers Standards (QTLS staff only)

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.

Managers and other appraisers will use their professional judgement when appraising teachers' performance.

Teachers will not be expected routinely to provide evidence that they meet all the standards.

6. Informal Support

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, employees will 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 teachers' performance the appraiser will meet the employee informally to:

- ☑ inform the employee that they are going to be receiving informal support due to performance concerns.
- ☑ give clear and specific feedback to them about the nature and seriousness of the concerns.
- ☑ give them the opportunity to comment on and discuss their concerns.
- ☑ set clear objectives for required improvement.
- ☑ agree any support that will be provided to help address those specific concerns, for example:
 - Coaching
 - Mentoring
 - Shadowing
 - Targeted on or off the job training
 - Discussing relevant professional standards
 - Regular meetings with an experienced colleague to discuss problems
 - Short secondments
 - Access to the counselling service
 - Temporary reduction in hours
 - Temporary amendment in duties

- Temporary change in working pattern
- ☑ make clear how, and by when, the appraiser will review progress (it may be appropriate to revise objectives, and it will be necessary to allow sufficient time for improvement. The amount of time is up to the school but should reflect the seriousness of the concerns)
- ☑ explain the implications and process if no, or insufficient, improvement is made – e.g., potential move to formal processes in line with the Performance Management 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 employee in a collaborative manner to establish objectives and timelines, considering the employee's 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. The duration will be determined based on the specific circumstances, with appropriate support in place to facilitate improvement. The appraiser will meet with the employee regularly to assess progress and ensure the agreed-upon support is being provided. When progress is reviewed, after the agreed upon period, 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.

Clear expectations will be given to the employee regarding the sustained levels of performance and what may happen if their performance either dips again or is not sustained. For example, either a further period of informal support through the appraisal process may be considered or progression to the Performance Management Procedure, particularly if concerns are of a serious nature.

Although the aim of managing these concerns on an informal basis is to seek sustained good performance through support and it is not normally expected that the Trade Union will be present during the initial meetings, we will consider requests from employees should they wish the support of their Trade Union.

7. Transition to formal Performance Management Policy

If an employee demonstrates serious underperformance and has not responded to support provided within the appraisal process, they will be invited to a meeting to discuss the potential for progression to the formal stages of the Performance Management Policy. Should this be the decision following this meeting they will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the Performance Management Procedure.

8. General Principles Underlying this Policy

8.1 Confidentiality

The appraisal processes will be treated with confidentiality. However, the desire for confidentiality does not override the need for the Council to quality-assure the operation and effectiveness of the appraisal system.

8.2 Consistency of Treatment and Fairness

The Council is 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 Council is aware of the guidance on the Equality Act issued by the Department for Education.

8.3 Monitoring and Evaluation

The Council will monitor the operation and effectiveness of its appraisal arrangements. This will include equality monitoring and ensuring that the arrangements in place for appraisal minimise the impact on workload for all parties involved.