



# Academic Staff Appraisal Policy

## Leehurst Swan School



<b>Approved by:</b>	  Headteacher   Chair of Governors	<b>Date:</b> 10/01/25
<b>Last reviewed on:</b>	10/01/25	
<b>Next review due by:</b>	10/01/27	

## **1. Introduction**

The purpose of this appraisal policy is to set a framework for a clear, consistent, and fair assessment of academic staff performance, supporting their development within the school's improvement plans and commitment to equal opportunities. This process is supportive and developmental, ensuring academic staff have the skills and resources needed to perform their roles effectively. Appraisals also clarify professional expectations, facilitate professional growth, and may result in a review of roles and responsibilities.

The appraisal process encourages professional dialogue, fosters continuous improvement, and may address informal performance concerns. If concerns cannot be resolved through this process, the formal capability procedure may be initiated.

## **2. Scope**

This policy applies to all qualified teachers and other academic staff employed at Leehurst Swan School, except:

- Teachers on contracts of less than one term.
- Teachers undergoing induction (ECTs).
- Teachers subject to capability procedures.

## **3. Appraisal Period**

The appraisal period will run for twelve months, typically from **1 September to 31 August**.

- Teachers and other academic staff on fixed-term contracts shorter than one year will have their appraisal period aligned with the contract's duration.
- New teachers starting mid-cycle will have a shorter initial period determined by the Headteacher.
- Teachers and other academic staff transferring to new posts mid-cycle may have their appraiser or objectives revised.
- Appraisal meetings and activities will take place during directed time.

## **4. Appointing Appraisers**

- Teachers and other academic staff will ordinarily be appraised by their line managers, who will oversee the entire process, including recommendations for additional support or capability procedures if necessary.
- The Headteacher will moderate the process for consistency and fairness and will be appraised by the Governing Body.
- Teachers and other academic staff may raise concerns about their appraiser's appointment, which will be carefully considered.
- If the appointed appraiser is unavailable for most of the cycle, the Headteacher may appoint a substitute.

## 5. Setting Objectives

Objectives will be collaboratively set, aligning with the school's Improvement Plan and the teacher's and other academic staff's professional development needs. The **Teachers' Standards** will underpin these objectives, which will be:

- **Specific, Measurable, Achievable, Realistic, and Timebound (SMART).**
- Appropriate to the role, responsibilities, and experience.

Objectives will include a description of success criteria and may be revised if circumstances change (e.g., maternity leave or medical absences). Teachers and other academic staff may append their comments to agreed objectives. To prevent undue pressure, no more than three objectives will be set for any teacher and other academic staff.

## 6. Monitoring and Evidence

### *Data*

Performance will be assessed using:

- Pupil data, including exam results, internal assessments, and progression rates.
- Contextual details, such as cohort characteristics.

### *Lesson Observations and Work Scrutiny*

- Observations and scrutiny will be conducted professionally, with at least **five working days' notice** for observations.
- Verbal feedback will be provided within one school day, and written feedback within five working days.
- Teachers and other academic staff will have no more than one observation or scrutiny per term unless additional support is required.
- Senior leaders may conduct informal drop-ins to evaluate teaching standards.

### *Wider Professional Responsibilities*

Teachers and other academic staff with additional responsibilities will have those duties observed and assessed as part of the appraisal process.

## 7. Development and Support

Appraisals are a supportive process linked to professional development. Teachers and other academic staff will:

- Discuss personal and professional development needs with line managers.
- Engage in CPD opportunities aligned with school priorities.
- Use peer observations, coaching, and mentoring for continuous improvement.

The Governing Body will allocate resources for CPD based on appraisal outcomes, prioritising training that supports school improvement and teacher and other academic staff objectives. If agreed support cannot be provided, this will be documented and considered during the appraisal review.

## **8. Annual Assessment**

Each teacher's and other academic staff's performance will be formally assessed annually. A written report will include:

- Objectives and performance assessment against them.
- Evaluation of training and development needs with recommended actions.
- Space for comments.

### *Review Meetings*

- Interim meetings ensure a "no surprises" approach, offering ongoing feedback.
- Staff on maternity leave will have an interim objectives assessment before their leave begins.

## **9. Additional Support**

When performance issues arise, the appraiser will:

- Provide clear feedback on identified issues and their causes.
- Discuss how the school can assist in resolving concerns.
- Agree on a tailored support plan, including mentoring, structured observations, or external visits.
- Set monitoring arrangements and explain implications of insufficient improvement.

Teachers and other academic staff will receive written notes of these meetings and regular progress updates. If improvement remains insufficient, a transition meeting will determine whether to initiate formal capability procedures.

## **10. Appraisal Cycle Overview**

1. **Beginning of Academic Year:** Line managers and appraisees meet to set objectives aligned with the Teachers' Standards.
2. **Autumn Term:** Performance measured through data analysis and developmental feedback.
3. **Spring Term:** Focus on lesson observations, work scrutiny, and wider responsibilities.
4. **Summer Term:** Annual review meeting and objective setting for the next cycle.

## **11. Record Keeping and Confidentiality**

- All appraisal records will be securely stored for six years before destruction.
- The Headteacher will provide the Governing Body with anonymized summaries of appraisal outcomes.

## **12. Policy Review**

This policy will be reviewed annually to ensure compliance with statutory requirements and alignment with school priorities.