



Thames View Infants

Appraisal Policy

1. Policy Purpose

This policy sets out a clear, fair and developmental framework for the annual **appraisal of all teaching staff**, including the Headteacher and other School Leaders. It ensures that performance improvement and professional growth are at the heart of appraisal practice and supports School improvement priorities.

2. Scope and Legal Context

This policy applies to **all qualified teachers** at the Trust except those undergoing statutory induction (e.g. Early Career Teachers) or those in formal **capability procedures**. The Trust will follow the Education (School Teachers' Appraisal) (England) Regulations and the DfE's current guidance on teacher appraisal.

Appraisal is **supportive and developmental**. Teachers are assessed against relevant professional standards and objectives that contribute to improving pupil education and meeting school priorities.

3. Appraisal Principles

Appraisal at TVI Learning will be:

- **Fair, transparent and consistent**
- **Development-focused**, with professional learning at its core
- Designed to **minimise unnecessary workload**
- Based on meaningful evidence, not data targets alone
- Underpinned by regular dialogue between teacher and appraiser

The process should never be punitive; extensive **informal support** should be provided if concerns arise before any formal capability procedures begin.

4. Appraisal Cycle

- The appraisal period runs **annually** (Autumn Term-Autumn Term).
- For teachers starting part-way through the cycle, the headteacher will agree an appropriate period shorter or aligned with the standard cycle.

Each cycle includes:

1. **Planning meeting** – setting objectives
2. **Mid-cycle review** (optional but encouraged)
3. **Ongoing support and classroom dialogue**
4. **End of cycle review**



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All appraisal documentation – objectives, reviews, outcomes – will be stored securely in line with GDPR requirements.

5. Setting Objectives

Objectives will:

- Be **SMART** (Specific, Measurable, Achievable, Relevant, Time-bound)
- Relate to the teacher's role and the school's improvement plan
- Focus on **professional development** as well as pupil outcomes
- Avoid raw numerical targets or value-added data emphasis

Objectives are agreed collaboratively between the appraiser and the teacher.

6. Assessment Standards

Teachers' performance will be assessed with reference to:

- **The Teachers' Standards**
- Any relevant school-adopted standards/frameworks

Assessment is not a 'tick-list' exercise; it considers professional judgement, context and evidence holistically.

7. Classroom Observation and Evidence

Observations must be:

- Conducted **supportively**
- Proportionate and workload-sensitive
- Followed by **constructive feedback** in a timely manner

Evidence may also include learning walks, pupil work scrutiny (where appropriate), professional dialogue, and contributions to school life, provided it supports meaningful development.

8. Support and Professional Development

Appraisal is linked to **professional development**:

- Training and support will be planned to help teachers meet objectives
- Regular check-ins ensure support is responsive and ongoing



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- Additional coaching/mentoring is available where appropriate

Where performance concerns are identified, support will be provided **before** any capability process is considered.

9. Headteacher Appraisal

Directors will **appraise the Headteacher**, usually in the **autumn term**, with support from an **external adviser** where required.

Headteacher appraisal meetings will:

- Assess performance against **Headteacher Standards**
- Set objectives for School leadership priorities
- Identify CPD needs
- Provide a written report

10. Pay Progression

From **September 2024**, Schools are no longer required to link pay progression to appraisal outcomes, but may choose to do so in a fair and transparent way aligned with the **School Teachers' Pay and Conditions Document (STPCD)**.

A separate **Pay Policy** sets out how pay decisions are made in practice.

11. Appeals

Teachers may raise concerns or appeal any appraisal decision via the School's **Appeal or Grievance Procedures**.

12. Monitoring and Review

The policy will be reviewed **every three years** (Spring Term) to reflect changes in statutory guidance. Directors will receive an annual report on appraisal outcomes and cycle compliance.



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Appendix 1 – The Individual Plan

Name:

Main responsibilities:

Reviewer:

Date of initial review:

Period covered by review: to

Confirmation that Teachers/UPS Standards Reviewed:

Mid-year Review: objectives to be RAG rated thus: **completed** / **on-going** / **yet to commence**

Headline objective:

(Objectives should be SMART (specific, measurable, achievable realistic and time bound)).

1. Learning-based Objective.

Performance (Success) Criteria:

-

Actions/Step to Achieve Objective:

(Objectives should be SMART (specific, measurable, achievable realistic and time bound)).

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-

Support/CPD:

(The Monitoring strategy the teacher intends to use to assess progress towards achieving the objective).

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-
-

Evidence:

Monitoring:

Review:

Judgement:

Comments:



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Headline objective:

(Objectives should be SMART (specific, measurable, achievable realistic and time bound)).

2. Attainment-based Objective.

Performance (Success) Criteria:

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Actions/Step to Achieve Objective:

(Objectives should be SMART (specific, measurable, achievable realistic and time bound)).

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Support/CPD:

(The Monitoring strategy the teacher intends to use to assess progress towards achieving the objective).

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-
-

Evidence:

Monitoring:

Review:

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Comments:



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Headline objective:

(Objectives should be SMART (specific, measurable, achievable realistic and time bound)).

3. A third Headline Objective might be used specifically for Leadership Responsibilities, where these are not addressed in Headline Objectives 1-2 above.

Performance (Success) Criteria:

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Actions/Step to Achieve Objective:

(Objectives should be SMART (specific, measurable, achievable realistic and time bound)).

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-

Support/CPD:

(The Monitoring strategy the teacher intends to use to assess progress towards achieving the objective).

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Evidence:

Monitoring:

Review:

Judgement:

Comments: