



Performance Management Policy

Reviewed January 2026

Purpose

This policy sets out the framework for a clear and consistent assessment of the overall performance of staff, including the head teacher, and for supporting their development within the context of the school's plan for improving educational provision and performance, and the standards expected of teachers and staff generally. The policy will be reviewed every 3 years by the Governing Body's Resources Committee.

Application of the policy

The policy applies to the head teacher and to all staff employed by the school or local authority, except those on contracts of less than one term, those undergoing induction (*ie ECTs*) and those who are subject to the associated capability procedure.

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

The appraisal period

The appraisal period will run for twelve months from 1 September to 31 August. Staff who are employed on a fixed term contract of less than one year 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.

Where a staff member starts their employment at the school part-way through a cycle, the head teacher or, in the case where the employee is the head teacher, the governing body shall determine the length of the first cycle for that staff member, with a view to bringing his/her cycle into line with the cycle for other staff as soon as possible.

Appointing appraisers

The head teacher will be appraised by the Governing Body, supported by a suitably skilled and/or experienced external adviser who has been appointed by the Governing Body for that purpose. In this school the task of appraising the head teacher, including the setting of objectives, will be delegated to a sub-group consisting of two members of the Governing Body.

The head teacher will decide who will appraise other staff.

Setting objectives

The head teacher's objectives will be set by the Governing Body after consultation with the external adviser. Objectives for each staff member will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set will be Specific, Measurable, Achievable, Realistic and Time-bound (SMART) and will be appropriate to their role and level of experience. The appraiser and appraisee will seek to agree the objectives. Objectives may be revised if circumstances change. The school operates a system of moderation to ensure that all appraisers are working to the same standards. Targets will be moderated across the school to ensure that they are consistent between staff with similar experience and levels of responsibility. Should the objectives not be agreed, the final decision on allocation of objectives rests with the head teacher.

The agreed objectives will contain a description of what success may look like in accordance with the Schools Teaching and Learning Policy. Where use of numerical targets is appropriate, these will be reasonable, in the circumstances in which the staff member works and it will be recognised that factors outside their control may significantly affect success.

The objectives set for each person will, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the education of pupils at that school.

Before, or as soon as practicable after, the start of each appraisal period, each person will be informed of the standards against which their performance in that appraisal period will be assessed.

All teachers will be assessed against the set of standards contained in the document called "Teachers' Standards" published in 2021. The head teacher will need to take into account any other sets of standards published by the Secretary of State that are relevant to them. For QTLS holders, that may include the overarching professional standards for teachers in the lifelong learning sector, held by the Learning and Skills Improvement Service. All other staff will be assessed against professional standards relevant to their role.

Reviewing performance - Observation

This school believes that observation of classroom practice and other responsibilities is important both as a way of assessing performance in order to identify any particular strengths and areas for development they may have; and of gaining useful information which can inform school improvement more generally. All observation will be carried out in a supportive fashion (see Annex1).

In this school performance will be regularly observed as part of learning walks, but the amount and type of classroom observation will depend on the individual circumstances and the overall needs of the school. Classroom observation will be carried out by those with QTS. In addition, head teachers or other leaders with responsibility for teaching standards may "drop in" in order to evaluate the standards of teaching and to check that high standards of professional performance are established and maintained. The length and frequency of "drop in" observations will vary depending on specific circumstances.

Teachers (including the head teacher) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

Development and support

Appraisal is a supportive process which will be used to inform continuing professional development. The school wishes to encourage a culture in which all staff take responsibility for improving their practice through appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual staff.

The school's CPD programme will be informed by the training and development needs identified as part of the appraisal process. The governing body will ensure in the budget planning that, as far as possible, resources are made available in the school budget for appropriate training, and support agreed for appraisees, maintaining access on an equitable basis.

An account of the training and development needs, including the instances where it did not prove possible to provide any agreed CPD, will form a part of the head teacher's annual report to the governing body about the operation of the appraisal process in the school.

With regard to the provision of CPD in the case of competing demands on the school budget, a decision on relative priority will be taken with regard to the extent to which:

- a) the training and support will help the school to achieve its priorities; and
- b) the CPD identified is essential for an appraisee to meet their objectives.

Account will be taken in a review meeting of where it has not been possible to fully meet their performance criteria because the school has not been able to provide the necessary support.

Feedback

Staff will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has come to light. Feedback will highlight particular areas of strength as well as any areas that need attention. Where there are concerns about any aspects of performance the appraiser will meet the staff member formally to:

- give clear feedback about the nature and seriousness of the concerns;
- give the staff member the opportunity to comment and discuss the concerns;
- agree any support (eg coaching, mentoring, structured observations), that will be provided to help address those specific concerns;
- make clear how, and by when, the appraiser will review progress. In particular cases, it may be appropriate to revise objectives, and it will be necessary to allow sufficient time for improvement. The amount of time allowed for improvement will reflect the seriousness of the concerns;
- explain the implications and process if no – or insufficient – improvement is made.

When progress is reviewed, if the appraiser is satisfied that the staff member 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.

Annual assessment

Each person's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the head teacher, the Governing Body will consult the external adviser.

This assessment is the end point to the annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year in interim meetings which will take place at least twice per year.

The teacher will receive as soon as practicable following the end of each appraisal period – and have the opportunity to comment in writing on – a written appraisal report. In this school, staff will receive their written appraisal reports by 31 October (31 December for the head teacher).

The appraisal report will include:

- details of the objectives for the appraisal period in question;
- an assessment of performance of their role and responsibilities against their objectives and the relevant standards;
- an assessment of training and development needs and identification of any action that should be taken to address them;

- a recommendation on pay where that is relevant (*NB – pay recommendations need to be made by 31 December for head teachers and by 31 October for other teachers*);
- other relevant information relating to the appraisal.

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

Monitoring and Evaluation

The governing body and head teacher will monitor the operation and effectiveness of the school's appraisal arrangements.

The head teacher will provide the governing body with a written report on the operation of the school's appraisal and capability policies annually. The report will not identify any individual by name. The report will include an assessment of the impact of these policies on:

- Race
- Sex
- Sexual Orientation
- Disability
- Religion and Beliefs
- Age
- Part-time Status
- Maternity and Pregnancy

The head teacher will report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination.

Specific anomalies

- Part time staff and those employed in more than one school - performance management applies as for full time staff
- Staff who join the school mid cycle - should have an Appraiser appointed - may request their previous Headteacher to forward documentation to the new school
- Staff who are absent for a significant part of the cycle - overall Review takes account of what is reasonable
- Fixed term contracts of one term or more - as appropriate, conduct performance review as if they were permanent

Teachers who make insufficient progress

If serious weaknesses are identified in a staff member or headteacher's performance, performance management should cease and the school's capability procedure be substituted. At the initial stage of the capability procedure the staff member and their representative should be provided with the evidence from the performance management process which has prompted its implementation. They 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.

Adopted by the Resources Committee

Date: 27th January 2026

Next Review due (3 years): January 2029