

# Appraisal Policy & Procedure

(Schools and Academies)

October 2025

## Document History

Latest November 2022 HR Connect Versions reviewed and adopted for ASPIRE-Wide Use

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*School to complete table below*

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## **Guidance Note:**

This model Appraisal Policy has been developed by HR Connect for use in all Schools and Academies.

## **Kent Maintained Schools**

The Local Authority expects that all KCC Community and Voluntary Controlled Schools will use this document as the basis for their Appraisal Policy. This document is also strongly recommended for consideration for adoption by Foundation and Aided Schools.

Kent Maintained Schools should also give careful consideration to any guidance issued by the Local Authority regarding the appraisal arrangements for teachers and support staff. The Local Authority recommends that Kent Community and Voluntary Controlled Schools maintain performance related pay for teachers.

The Local Authority has engaged with KCC's recognised Professional Associations and Trade Unions regarding the development of the pay strategy for support staff engaged on Kent Scheme Conditions of Service.

Schools are strongly advised to ensure that there is meaningful consultation with all staff and their trade union / professional representatives at a local level on the development and review of their appraisal policy where there have been material changes - prior to the document formally being adopted by Governors.

## **Kent Academies and Schools and Academies Outside of Kent**

This policy and procedure may be adopted in its entirety or adapted for use by Academies within Kent and Schools / Academies outside of Kent.

Statutory / contractual obligations are highlighted within the policy. Areas where the Academy / School may determine their own approach or adopt varied provisions are also indicated.

HR Connect is able to provide advice and support to Academies in developing their own policies.

Academies are strongly advised to ensure that there is meaningful consultation with all staff and their trade union / professional representatives at a local level on the development and review of their appraisal policy where there have been material changes - prior to the document formally being adopted by Governors.

## **Using this model document**

This document has been developed to comply with legal requirements and the provisions of the School Teachers' Pay and Conditions Document for Teachers and for Support Staff Kent Scheme Conditions of Service.

There are a number of areas of discretion available to Schools / Academies regarding the development of their appraisal policy. Areas where Schools / Academies may determine their own approach or adopt varied provisions are highlighted in yellow throughout. Any guidance notes and non applicable options should be deleted from the final version adopted by the School.

It is recommended that the School / Academy undertakes an Equality Impact Assessment on all policies for the management of staffing issues.

*Please note that this document uses 'School' to denote reference to Schools and Academies.*

## Version Control

Date	Revisions
October 2025	Reference to the LA document 'How to guide: Making an annual performance assessment' in relation to Kent Scheme support staff performance criteria
March 2025	Updates in relation to new Kent Pay Strategy
Sept 2024	New Policy

## A Policy

### 1 Policy Statement

The School recognises the importance of appraisal as a mechanism to develop and support Employee performance which in turn impacts positively on the overall performance of the School and outcomes for students.

The School will seek to ensure that appraisal will be a supportive and developmental process – allowing Employees the opportunity to develop the skills and access the support they need to carry out their role effectively.

The appraisal process enables Employees and their Headteacher / Line Manager to agree objectives and identify associated learning and development requirements. It allows an opportunity for Employees to receive regular and constructive feedback on their performance and progress. It also provides a forum in which Employees can consider career aspirations and goals. Furthermore it is an opportunity for Employees to discuss the support and guidance they may require in their role.

Where performance concerns are identified through the appraisal process the School will consider what support and training may be appropriate to enable the Employee to achieve the required performance standards. Where performance concerns are sufficiently serious or persist – the School's Capability Policy and Procedure may be initiated.

Evidence from performance reviews will inform whether a member of support staff will be awarded a 'positive' performance assessment. Progression is subject to an Employee receiving the requisite number of 'positive' performance assessments for their grade.

This policy and procedures reflects the provisions of the Education (School Teachers' Appraisal) (England) Regulations 2012 and the requirements of the relevant conditions of service for Support Staff employed under Kent Scheme Conditions of Service. This procedure explains:

- The arrangements for determining performance objectives and appraising Employee performance
- The roles and responsibilities of the Headteacher / Line Manager and Employees in the appraisal process

### 2 Scope

This policy applies to teaching and support staff employed by the School.

It excludes

- those employed on contracts for less than one term

- early career stage teachers during their Statutory Induction period
- employees whose performance is being managed via the School's capability procedure

This policy also applies to Employees working on a regular supply or permanent relief basis.

### **3 Adoption arrangements and date**

This procedure was adopted by the ASPIRE Governing Body on 25 November 2025 and supersedes any previous appraisal policy and procedure.

This policy will be reviewed annually (Term 2) or earlier if there is a need. This will involve consultation with the recognised unions where there are material changes.

### **4 Responsibilities of School**

- To ensure each Employee has an identified Appraiser
- To ensure performance and development objectives are set, monitored and reviewed in an objective and timely manner
- To make Appraisees aware of the standards of performance expected of them and to identify any concerns via the provision of regular feedback
- To endeavour to ensure additional workload and administration associated with appraisal is kept to a minimum for both the Appraiser and Appraisee
- To consider what training is appropriate for Appraisers and Appraisees regarding the appraisal process

### **5 Responsibilities of the Employee (Appraisee)**

- To engage constructively with the appraisal process and conversations regarding performance
- To work with their appraiser to identify appropriate appraisal and development objectives
- Take personal responsibility for improving their own performance and personal development
- To provide evidence of performance to support appraisal discussions
- Where applicable, to appraise the performance of other identified Employees

## **B Procedure**

### **6 Appraisal Period**

Each appraisal period will run for 12 months.

For Teachers, Headteacher and other Leadership Teachers the appraisal cycle will commence on the first day of the Autumn term annually.

For Support Staff the appraisal cycle will commence on their 'anniversary date' as follows:

- 1st April where the Employee is in post prior to 1st April 2025
- The anniversary of their start date for all Employees in post after 1st April 2025
- 1st April where an Employee is at the top of their grade. This includes Employees on grades KSA and KSB (formerly KR3 and KR4) who are paid a single salary point.

Employees joining the School during the appraisal cycle may have a shorter appraisal period during their first year.

Consideration will be given to adjusting the time of appraisal meetings and length of the appraisal cycle where an Employee has a significant period of absence due to maternity / family related leave, sick leave or disability related absence. Any changes will be discussed and as far as is reasonable, agreed with the Appraisee.

## **7 Appointing appraisers**

The Headteacher will identify an appropriate Appraiser for each Employee taking into consideration line management arrangements within the School

The Headteacher's appraisal will be delegated to a Governor Panel of three members. This will not include any staff governors. Governors will appoint an External Advisor to support in the Headteacher's appraisal.

The Headteacher will ensure all Appraisers have received appropriate training.

## **8 Setting Objectives**

Appraisal and development objectives will be discussed and agreed by the Appraiser and Appraisee as soon as practicable at the start of each appraisal period.

The Headteacher's objectives will be set by the Governor Panel in consultation with the External Advisor.

The objectives for all other staff will be set by their Appraiser.

Objectives will be appropriate to the Appraisee's role, responsibilities, career stage, level of experience and will be relevant to the overall performance objectives of the School.

In setting objectives consideration will be made to the career aspirations of the Appraisee – for example where a Teacher is seeking to progress to the Upper Pay Range objectives may reflect the progression criteria required.

Objectives may be challenging but achievable. The number and nature of objectives will be reasonable and give due regard to the work- life balance of the Appraisee.

Objectives may focus on:

- Impact on the effectiveness of the team, department or whole School and contributing to the performance objectives of the School / outcomes for pupils
- Personal development - improving certain aspects of practice or performance in the job role and, where appropriate, identifying and bridging skills gaps relevant to career progression
- Meeting and / or maintaining any relevant professional standards – including the Teachers' Standards in the case of qualified teachers
- In the case of Teachers only - making a wider contribution to the work of the School, within working hours and the Appraisee's job description where relevant

Objectives will be:

- Specific

- Measurable
- Achievable
- Realistic
- Time – bound

The success criteria and evidence which will be considered for each objective will be discussed with the Appraisee at the beginning of the appraisal cycle.

It should be noted that where challenging or longer-term objectives are set – there may not be an expectation that these are fully completed within the appraisal cycle. Anticipated timescales and targets towards completion will be discussed and the Appraisee would be expected to make good progress towards these during the review period.

Consideration will be given to any relevant training, development, coaching or mentoring the Employee may benefit from to achieve the identified objectives.

The Appraiser and Appraisee will seek to agree the objectives. The Appraiser will take reasonable steps to resolve any concerns regarding the nature of objectives, but where this is not possible the Appraiser will determine the objectives, with the provision for the Appraisee to record any disagreement in writing which will be taken into consideration at the review stage.

Objectives may be reviewed and revised during the year to reflect changes for example, to the Appraisee's job role, School priorities or local / national policy / regulatory changes. Objectives may also be revised to take into account a period of absence. Any changes will be discussed and, as far as is reasonable, agreed with the Appraisee.

## 9 Assessment against relevant standards

The performance of all Employees will be assessed against the requirements of their job description.

The criteria against which performance will be assessed is detailed at Appendix 1 for Teachers and Appendix 2 for Support Staff **Teachers**

The performance of qualified teachers will be assessed against the requirements of their job description and the Teachers' Standards – available at [Teachers' standards - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/teachers-standards).

In the case of Teachers paid on the Upper Pay Range assessment will additionally be made with reference to the criteria for Upper Pay Range progression as detailed within the STPCD.

*Leadership* – the following will be used . Headteachers' Standards 2020 (non statutory) / SEND Code of Practice for SENCOs

This assessment will consider in broad terms whether an individual Employee's performance is consistent with what should reasonably be expected within their role and at the relevant stage in their career.

In the case of Teachers there is no requirement to complete a checklist of performance against the Teachers' Standards.

**Support Staff** – The LA have shared the document ‘How to guide: Making an annual performance assessment’ with Schools via Kelsi - the document should be referenced here. The document can be found in Appendix 2 of this document.

## 10 Reviewing Performance throughout the appraisal cycle

The Appraiser and Appraisee will meet at regular intervals to review performance and progress towards their objectives. Typically 2-3 per year

The meeting is an opportunity to consider progress towards objectives and review any evidence in support of this. The Appraisee will receive constructive and supportive feedback throughout the appraisal cycle on their performance and progress towards their objectives. Feedback will highlight any areas of strength as well as those where further development is required.

These meetings are also an opportunity to discuss workload and wellbeing in a supportive manner enabling the Appraiser and Appraisee to proactively identify appropriate strategies at an early stage to address any areas of concern.

## 11 Observation

Formal observation of classroom practice for teachers, and non teaching staff who work directly with pupils, is an important means of assessing and supporting performance in this School.

All observations will be carried out in a supportive manner with constructive feedback being provided as soon as possible to the observed activity.

The amount and type of classroom observation will depend on the individual circumstances of the Appraisee and the overall needs of the School.

Formal Observation of teaching practice will be undertaken by an individual with Qualified Teacher Status.

In addition to formal observation, the Headteacher or other leaders with responsibility for teaching standards, may “drop-in” 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.

## 12 Performance Concerns, Informal Support and transition to the Capability Policy and Procedure

Where performance concerns are identified the Appraiser will discuss these with the Appraisee at the earliest opportunity and a support plan including, informal performance targets, will be put in place. Careful consideration will be given to any support and training the Appraisee may require.

It is anticipated that most performance concerns will be successfully addressed via informal support and the Appraisee will be given a reasonable time period in which to demonstrate improvement and meet the required expectations for the role.

Where performance concerns persist or are sufficiently serious – the appraisal policy and procedure will be suspended the School's Capability Policy and Procedure will be initiated.

Where an Employee is subject to the School's formal capability process – pay progression will not be awarded.

The school reserves the right to move immediately to the formal stages of the Capability Policy and Procedure in cases of serious underperformance.

Please refer to the School's Capability Policy and Procedure for further information.

### **13 Annual Review Meeting and Assessment**

Towards the end of the appraisal cycle the Appraiser will arrange an Annual Review Meeting with the Appraisee.

In the case of the Headteacher the Annual Review Meeting will be conducted in consultation with the External Advisor.

During the discussion performance feedback will be provided and the Appraiser and Appraisee will have the opportunity to:

- Reflect on and review performance against the requirements of the job role and any relevant standards.
- Review progress towards the appraisal objectives set
- Consider the impact and effectiveness of any training or personal development which has been undertaken and any further development required
- Identify any performance objectives and personal development needs for the next appraisal cycle
- Provide an opportunity to discuss issues relating to workload / work-life balance
- To consider any career progression / aspirations
- Assess the Appraisee's overall contribution to the School over the appraisal cycle

In reviewing performance the Appraiser will give due consideration to any potential 'barriers to success' including disability, periods of absence / policy or regulatory change or other operational issues.

Prior to the meeting the Appraisee is expected to reflect on their own performance and identify appropriate evidence to demonstrate progress towards objectives and performance expectations. It should be noted that most evidence should be readily available from day to day working practice and from discussions during the review meetings over the year. There is no requirement for the Appraisee to compile a portfolio of evidence.

## 14 Teacher's Appraisal Report

Following the Annual Review Meeting and as soon as practicable each Teacher will receive a written appraisal report. This will usually be shared no later than 31/10 for Teachers and 31/10 for the Headteacher.

Teachers will have an opportunity to comment in writing on their appraisal report.

The report will include:

- Details of objectives for the appraisal period
- An assessment of performance of role and responsibilities against objectives and any 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 this is relevant. It should be noted that a recommendation to withhold pay progression may be made where a Teacher has not met the School's performance criteria.

## 15 Pay Progression decisions for Support Staff following Annual Review Meeting

*For Kent Community and Controlled Schools which are required to follow the assessment arrangements set out in the Kent Scheme Pay Strategy and for other Kent Maintained Schools / Academies which have chosen to follow Kent Scheme Conditions of Service and Kent Range*

Where the Appraiser determines that the Appraisee has met the expected standards of performance during the appraisal cycle they will receive a 'positive' anniversary review assessment.

Depending upon their grade an Employee may require a certain number of 'positive' assessments in order to progress to the next fixed point within their grade.

The frequency with which progression to the next fixed point may occur and the number of points within the grade is detailed within the School's Pay Policy.

## 16 Moderation

The Headteacher will make appropriate arrangements for the moderation of objectives and appraisal outcomes to ensure consistency of approach, expectations and judgements between Appraisers.

## 17 Employees not covered by this policy

### Early Career Stage Teachers – (ECT)

Early Career Stage Teachers undertaking induction are exempt from appraisal and performance will be appraised in accordance with the provisions of the Statutory Induction Guidance for Early Career Teachers

[Induction for early career teachers \(England\) statutory guidance \(publishing.service.gov.uk\)](https://www.gov.uk/government/publications/induction-for-early-career-teachers-2018-2020)

### **Teachers engaged for less than one term**

Teachers engaged for less than one term will not be appraised. Where employment is extended beyond this appropriate objectives and review arrangements will be put in place for the remainder of the current appraisal cycle.

### **Support Staff**

All Support Staff engaged on Kent Scheme Conditions of Service are included within the appraisal requirements - including those on temporary / fixed term contracts, engaged on a permanent relief basis or those who are within their probationary period.

## **18 Confidentiality and Record Keeping**

All parties are required to respect the confidentiality of all information relating to the Appraisal process.

The School recognises its obligations under the General Data Protection Regulation and associated legislation and the rights of Employees with regards to the personal data held on them.

Appropriate records will be kept of appraisal discussions, objectives, evidence of progress and outcomes.

The School will seek to minimise any additional workload and administration associated with the performance management process.

## **Appendices**

### **Appendix 1 Performance Criteria for Pay Progression for Teachers**

**Appendix 2 Performance Criteria for Support Staff** Where the school follows the LA pay strategy for Kent Scheme staff they should insert the document 'How to Guide: Making an annual performance assessment' from KELSI.