St John and St Nicolas Schools Federation

Teacher Appraisal Procedure

Version 3.0 Issue

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Change History

Version	Date	Review Date	Description
2.3	Nov 2024		To note explicit relationship to pay policy with effect from
3.0	April 2026	April 2029	Review of procedure and clarity around informal management

1. Purpose

a) This procedure sets out a framework for the clear and consistent assessment of performance of staff in the school, and for supporting their development within the context of the school's plan for improving educational provision and performance.

b) This procedure applies to the Headteacher and to all teachers employed by the school or local authority, except those on contracts of less than one term[1], those undergoing induction (i.e. Early Career Teachers) and those who are subject to formal capability procedures.

c) The policy should always be applied in a way that is robust whilst minimising the impact on workload for teachers, line managers, school leaders and governing bodies.

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

e) The school recognises that the education sector operates within a competitive employment market. The appraisal process therefore aims not only to support professional development and improved outcomes for pupils, but also to contribute to a positive working environment in which staff feel valued, supported and able to develop their careers. Through fair, transparent and supportive appraisal arrangements, the school seeks to attract and retain high-quality staff and position itself as an employer of choice.

2. Principles

a) All maintained schools are required to have a procedure which sets out how appraisal for teachers will be managed. This model procedure complies with the principles set out in the model teacher appraisal and capability policy published by the Department for Education.

b) Appraisal in this school will be a supportive and developmental process designed to ensure that all employees have the skills and support they need to carry out their role effectively and continue to improve their professional practice.

c) The school wishes to encourage a culture in which all staff, especially teachers, take responsibility for improving their practice through appropriate professional development.

d) The policy will always be applied in a way that is robust whilst minimising the impact on workload for teachers, line managers, school leaders and governing bodies

[1] One term refers to the three main terms of the school year as set out in Conditions of Service for School Teachers in England and Wales (the Burgundy Book).

e) This procedure is a non-contractual procedure and may be amended at the discretion of the school.

3. Scope

a) This procedure applies to teachers at the school including the head teacher with the following specific exceptions:

- Early Career Teachers (ECTs) during the statutory Induction Period
- Employees employed on fixed-term contracts for less than one term
- Employees whose performance is being managed under the terms of the Capability Procedure

4. The Appraisal Period

a) The appraisal period will run for twelve months from 1 September to 31 August[2].

b) Teachers 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 appraisal period will be determined by the duration of their contract.

c) Teachers who start their employment part-way through the appraisal cycle will have their performance managed over a longer or shorter appraisal period as the head teacher determines most appropriate, with the aim of bringing them into line with the cycle for all other teachers as soon as possible.

d) If a teacher transfers to a new post within the school part-way through the appraisal cycle, or if a centrally employed teacher changes post within the authority, the head teacher will consider whether it is appropriate to continue with the current cycle and/or to revise the objectives in line with the new post.

5. Appointing appraisers

5.1 For the Headteacher

a) The Headteacher will be appraised by the Relevant Body, supported by a suitably skilled external adviser who has been appointed by the Relevant Body for that purpose. The task of appraising the Headteacher, including the setting of objectives, will be delegated to an appraisal sub-group consisting of two or three[3] members of the Relevant Body.

b) Where a Headteacher is of the opinion that a member of the appraisal sub-group is unsuitable to act as their appraiser, they may submit a written request to the Chair of the Relevant Body for that person to be replaced, stating the reasons for the request.

[2] The Relevant Body may decide a different cycle, it would also be possible to decide different cycles for teachers and the head teacher. Schools are required to carry out an annual review of pay for teachers. The Model Pay Policy includes deadlines for the annual review of 31 October for teachers and 31 December for the head teacher.
[3] It is recommended that the appraisal sub-group should normally comprise of three members.

5.2 For Teachers

a) The Headteacher will decide who will appraise other teachers. Where the head teacher decides to delegate appraisal to line managers, this will include all aspects of the process. The Headteacher may choose to decide either of the options:

b) The Headteacher will be the appraiser for all teachers in the school.

c) The Headteacher will normally be the appraiser for those teachers they directly line manage, and the relevant line manager will be the appraiser for those teachers who they line manage.

d) Where a teacher has more than one-line manager, the Headteacher will decide which line manager is best placed to be the appraiser. Where a teacher is of the opinion that the person appointed is unsuitable to act as the appraiser, they may submit a written request to the Headteacher for the appraiser to be replaced, stating the reasons for the request.

e) All appraisers will receive appropriate training and guidance in these procedures and the regulations that underpin them.

6. Setting Objectives

6.1 For the Headteacher

a) Before, or as soon as practicable after the start of each appraisal period, the Relevant Body must inform the head teacher of the standards against which their performance will be assessed and set objectives for that period.

b) The headteacher's objectives will be set by the appraisal sub-group of the Relevant Body.

c) The appraisal sub-group and the head teacher will seek to agree the objectives but, if that is not possible, the appraisers will determine the objectives. Objectives should be revised if circumstances change.

d) New objectives should be discussed and agreed at each annual appraisal meeting. This will allow the panel to ensure that the headteacher understands what is expected during the coming year and can raise any issues. Depending on the key priorities for the year, it is recommended to setting between three and five objectives.

Objectives should:

- align with the school/ trust vision and strategic priorities
- be specific, measurable, achievable, relevant and timebound (S.M.A.R.T.)
- allow all parties to track progress through agreed success criteria
- be precise and specific in their wording
- have beneficial outcomes for the pupils of the school

- include a timeframe for their achievement (in time for the next formal appraisal meeting for example)
- include at least one objective focused on the headteacher's personal development

e) Please refer to the Headteacher's standards for more information.

6.2 For Teachers

a) Before, or as soon as practicable after the start of each appraisal period, the Headteacher must inform each teacher of the standards against which their performance will be assessed and ensure that objectives are set for that appraisal period.

b) All teachers must be assessed against the Teachers' Standards except for those who hold Qualified Teacher Learning and Skills status (QTLS)[4]. The Teachers' Standards can be found in Annex A. The Headteacher or Relevant Body (as appropriate) will need to consider whether certain teachers should also be assessed against other sets of standards published by the Secretary of State that are relevant to them. Where this is the case the implications on workload will be assessed. This does not mean that any attempt will be made to assess every standard.

c) The objectives set for each teacher, will be **Specific, Measurable, Achievable, Realistic and Time-bound** (SMART) and will be appropriate to the teacher's role and level of experience. In setting objectives, the appraiser will have regard to what can reasonably be expected in the context of roles, responsibilities and experience, consistent with School Teacher Pay and Conditions and the school's strategy for achieving a work/life balance for all staff.

d) The school leader has a duty to have regard to the work-life balance of the teacher and objectives will reflect this. The objectives set for each teacher 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. The objectives should also support teachers' professional development.

e) Evidence used in the performance management process must relate directly to objectives and should be agreed in advance and be readily available from day-to-day practice. Numerical or percentage targets should not be set if it is beyond the teacher's control to achieve them. Objectives and appraisal discussions will not be based on teacher generated data and predictions, or solely on the assessment data for a single group of pupils.

f) It is recommended that all teachers, including the Headteacher, will normally have no more than three objectives. Reasonable consideration will be given to the number of targets set for part time teachers.

[4] For teachers who are qualified teachers by virtue of holding QTLS status, it is for the governing body or head teacher to decide which standards are most appropriate. Such teachers may be assessed against the Teachers' Standards, against any other sets of standards issued by the Secretary of State, against any other professional standards relevant to their performance or any combination of those three.

g) The appraiser and teacher will seek to mutually agree the objectives, taking into account both the teacher's professional priorities and, where relevant, wider school priorities. Teachers will be encouraged to contribute to and shape their objectives through professional dialogue. However, where agreement cannot be reached, the appraise will determine the objectives. The appraisee may record their disagreement on the appraisal statement and this will be taken into account at the appraisal review. Objectives may be revised if circumstances change.

h) Objectives will be moderated across the school by the Headteacher to ensure that they are consistent between teachers with similar experience and levels of responsibility.

7. Reviewing performance

a) The appraiser and appraisee will seek to agree what evidence will be taken into account when making judgements about a teachers' performance and whether they have met the relevant standards and their individual objectives. This evidence will be decided upon when the objectives are being set at the beginning of the appraisal process.

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

7.1 Observation

c) It is believed that the observation of timely feedback on classroom practice and other responsibilities is important in assessing teachers' performance in order to identify particular strengths; areas for development and to gain useful information which can inform school improvement more generally.

d) The teachers' performance should be regularly observed but the amount and type of classroom observation may depend on the individual circumstances of the teacher and the overall needs of the school. All observations must be carried out in a supportive way and in line with the school's Classroom Observation Protocol[5].

e) Classroom observation for the purpose of appraisal will only be carried out by those with Qualified Teacher Status (QTS).

f) In addition to formal observation for the purposes of appraisal, Headteacher or other leaders with responsibility for teaching and learning may undertake learning walks or brief "drop in" visits. These activities are not part of the formal appraisal process and will not be used to make individual judgements about the quality of teaching or to form part of an appraisal assessment.

[5] It is recommended that all schools should have a Classroom Observation Protocol. A model protocol is provided in Annex B.

g) Learning walks and drop ins will have a clear and communicated purpose, for example to review particular aspects of teaching and learning across the school, monitor the implementation of agreed approaches, or identify good practice and areas for development. They will normally focus on themes or whole school priorities rather than evaluating individual lessons.

h) Where such visits indicate that a teacher may benefit from additional support, this will be addressed through professional dialogue and appropriate support mechanisms. Any formal consideration of performance will take place through the appraisal process or, where necessary, through the school's capability procedures.

i) All learning walks and drop ins will be conducted in a supportive and proportionate manner and will not result in individual lesson grades or summative judgements.

j) The length and frequency of "drop in" observations will vary depending on specific circumstances and will be carried out in line with the school's Classroom Observation Protocol or equivalent.

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

7.2 Feedback

l) Teachers 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 may require development. Where there are any areas that require improvement, the manager will support the teacher in making improvements. Individual lesson observations will not normally result in single summative judgement about the quality of teaching; instead, feedback will focus on professional dialogue and development.

7.3 Development and support

m) Appraisal is a supportive process which will be used to inform continuing professional development. The school should encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development. Professional development will be linked to school improvement priorities and to the on-going professional development needs and priorities of individual teachers.

n) The school's continuing development (CPD) programme will be informed by the professional development needs identified as part of the appraisal process. The Relevant Body will ensure that, as far as possible, resources are made available in the school budget for appropriate training and support agreed through the appraisal process.

7.4 Assessment

o) Each teacher's performance should be formally assessed in respect of each appraisal period. In assessing the performance of the head teacher, the Relevant Body must consult the external adviser.

p) 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 (*e.g. three times a year).* These discussions support a 'no surprises' approach to appraisal, ensuring that any emerging concerns about performance or capability are raised and addressed at the earliest opportunity, with appropriate support provided where needed, rather than being introduced for the first time at the year end review.

q) As soon as practicable following the end of each appraisal period, and before the next appraisal cycle commences, the teacher will receive, and have the opportunity to comment in writing on, the written appraisal report.

The appraisal report will include:

- details of the teacher's objectives for the appraisal period;
- an assessment of the teacher's performance of their role and responsibilities against the relevant standards. Where the standards are being met detailed written evidence will not normally be required. However, if there are concerns that standards are not being met these should be evidenced;
- an assessment of the teacher's performance of their role and responsibilities against their objectives;
- an assessment of the teacher's professional development needs and identification of any action that should be taken to address them;
- a space for the teacher's comments.
- A review meeting will take place to discuss the content of the written appraisal report and any action required, and to inform objective setting for the next cycle. The assessment of performance and of professional development needs will inform the planning process for the following appraisal period.

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

s) Schools that adopt performance related pay within their Pay Policy should refer to Appendix 4 for further information.

8. Appeals

a) Teachers have a right of appeal against any of the entries in their written appraisal report. If a teacher feels that an entry is wrong or unjust, they may appeal in writing within five working days of receiving their written appraisal report, setting out at the same time the grounds for appeal. Where a teacher wishes to appeal on the basis of more than one entry, this would constitute one appeal hearing.

b) In all other cases the appeal will be considered by a senior manager or an individual member of the relevant body who has not been previously involved with the case. Appeals will be heard without unreasonable delay and, where possible, at an agreed time and place. The teacher will be given at least five working days' notice of the date of the hearing and has the right to be accompanied by a trade union representative or a work colleague. Notes will be taken, and a copy sent to the employee.

c) Appeals should normally be restricted to considering the reasonableness of the decision made, any relevant new evidence or any procedural irregularities.

d) The employee will be informed in writing of the results of the appeal hearing within three working days of the date of the hearing.

9. Confidentiality

a) The appraisal process and the written appraisal report is confidential. However, confidentiality does not override the need for the Headteacher and relevant body to quality-assure the operation and effectiveness of the appraisal system.

10. Record Retention

a) The relevant body and Headteacher will ensure that all written appraisal records are retained in a secure place for six years from the date of issue, and then destroyed. This includes written appraisal records for the Headteacher. If there is a change in the line management, the current manager must ensure to securely transfer the appraisal records to the new line manager before leaving.

11. Concerns about a teacher's performance – Structured Managerial Support

a) Where there are concerns about any aspects of a teacher's performance at any time during the year, the appraiser will, as part of the appraisal process, meet the teacher to arrange the provision of structured managerial support: The Appraiser should:

- give clear feedback about the nature and seriousness of the concerns;
- give them the opportunity to comment on and discuss the concerns;
- agree any support e.g. coaching, mentoring, structured observation and feedback, that will be provided to help address those specific concerns;
- identify the cause of concerns and whether the teacher requires Occupational health support / referral
- make clear how progress will be monitored and when it will be reviewed; ensure the timelines are realistic i.e. gives reasonable time to the teacher to improve their performance with support mechanisms put in place
- explain the implications and process if no – or insufficient – improvement is made.

b) A record of the meeting will be shared with the employee, including where appropriate an action plan setting out the structured managerial support will be provided. This may include a performance improvement plan or other supportive

measures designed to help the teacher address the identified concerns. Such support forms part of effective line management and the appraisal process and does not in itself constitute the commencement of the capability procedure.

c) The teachers progress will continue to be monitored as part of the appraisal process, and it may be appropriate to review objectives. Sufficient time should be allowed for improvement; this will depend on the circumstances but will normally be for a period of not less than four to six working weeks[6].

d) When progress is reviewed, if the appraiser is satisfied that the teacher has made, or is making, sufficient improvement, the appraisal process will continue as normal, and this will not affect pay progression, with any remaining issues continuing to be addressed through that process.

e) If the appraiser is not satisfied with progress, the teacher will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the Professional Capability Procedure. The appraiser should contact their HR team for advice and guidance.

f) Full details of the procedure to be followed are contained in a separate Professional Capability Procedure

12. Other relevant policies and procedures

- Capability Procedure
- Pay Policy for Teachers

[6] It is for the person conducting the meeting to determine the set period which should be between four and ten working weeks. It should be reasonable and proportionate and should provide sufficient opportunity for an improvement to take place.

Appendix 1 – Teachers Standards

Preamble

Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Part One: Teaching

A teacher must:

- Set high expectations which inspire, motivate and challenge pupils
- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching

- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils'
- progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

Part Two: Personal And Professional Conduct
A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including
- democracy, the rule of law, individual liberty and mutual respect,
- and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Appendix 2 – Model Classroom Observation Protocol

Introduction

The relevant body is committed to ensuring that classroom observation is developmental and supportive and that those involved in the process will:

- carry out the role with professionalism, integrity and courtesy;
- seek to reach agreement in advance on how classroom observations are to be carried out;
- evaluate objectively;
- report accurately and fairly; and
- respect the confidentiality of the information gained.

Headteachers have a duty under the School Teachers' Pay and Conditions Document (STPCD) to *lead, manage and develop the school workforce, including appraising and managing performance*. Classroom observation is essential for appraisal and for evaluating standards of teaching and learning.

Classroom observation may take different forms, including formal classroom observation, drop-ins and learning walks.

Planning for observation

The teachers' performance will be regularly observed but the amount and type of classroom observation will depend upon the individual circumstances of the teacher and the overall needs of the school. The amount of observation for each teacher should reflect and be proportionate to the needs of the individual, taking into account factors such as their appraisal objectives and whether the teacher works part or full time.

The Headteacher will consult teachers on the number, pattern and types of observation that they can expect during the year and ensure that they receive reasonable notice of observations. As far as possible, formal classroom observations will take place at a time agreed between the teacher and the observer. In line with recognised professional guidance, teachers will normally be given at least 5 working days' notice of formal observations and the total amount of classroom observation for appraisal purposed will normally not exceed three hours in any academic year.

Information gathered during classroom observations will be used, as appropriate, for a variety of purposes including to inform school self- evaluation and school improvement strategies in accordance with the school's commitment to streamlining data collection and minimising bureaucracy and workload burdens on all staff.

The arrangements for classroom observation for appraisal will be included in the discussion of objectives and will include the amount of observation and its focus, the duration of the observation, when during the appraisal cycle the observation will take place and who will conduct the observation.

Where there are concerns about a teacher's performance additional classroom observations may be arranged. These will be discussed and agreed in a 'concerns' meeting between the appraiser and the teacher, as described in the Appraisal Policy (paragraphs 49-55).

Conducting observations
Classroom observations for appraisal will only be undertaken by persons with qualified teacher status (QTS). In addition, classroom observation will only be undertaken by those who have had adequate preparation and possess the appropriate professional skills to undertake observation and to provide constructive oral and written feedback and support, in the context of professional dialogue between colleagues.

Feedback and records
Oral feedback will be given as soon as possible after an observation and no later than the end of the following working day. It will be given during directed time in a suitable, private environment.

Written feedback will be provided within five working days of the observation taking place. If issues emerge from an observation that were not part of the planned focus of the observation these should also be covered in the written feedback and appropriate action discussed with the teacher.

The written record of feedback will include the date on which the observation took place, the lesson observed and the length of the observation. The teacher has the right to append written comments on the feedback document. No written notes in addition to the written feedback will be kept.

Ofsted style grades are not a part of the appraisal process and should not feed into the assessment of a teacher's performance. However, a school may choose to use Ofsted grades to inform their evaluation of the standards of teaching and learning in the school.

Drop-in observations and Learning Walks
In addition to formal classroom observations, the headteacher or other leaders with responsibility for teaching standards may "drop in" on lessons to evaluate the standards of teaching and to check that high standards of professional performance are established and maintained.

Evidence from drop-ins and learning walks should not be used in the assessment of an individual teacher's performance or formal capability management unless this has been agreed as evidence in the appraisal process.

The duration, frequency and scope of drop-ins and learning walks should be considered carefully. They should have a clear rationale and focus which should be communicated to teachers.

Peer observation
Teachers should have the opportunity to engage in classroom observation with other professional colleagues through peer observation in order to review and develop their practice. Professional development through peer observation is voluntary.

Early Career Teachers (ECTs)
Observations are an important part of the statutory induction process and support for Early Career Teachers (ECTs). The general principles set out above apply equally to ECTs, in particular reasonable notice of observations and the provision of feedback.

Professional capability procedures
Classroom observation may be used as part of a programme of structured support for teachers who are subject to formal capability procedures and to provide evidence of a teacher's progress. The amount and focus of observation will be discussed with the teacher.

Appendix 3 – Table showing who is responsible for carrying out appraisals

Head teacher	Leadership team	Teachers
Two/three governors appointed by the governing body, advised by an external adviser	Head teacher	Head teacher, member of leadership team, or line manager (with QTS)

Appendix 4 – Performance Related Pay

National changes to the School Teachers Pay and Conditions Document mean that performance related pay is no longer a statutory requirement. Schools are therefore not encouraged to operate performance related pay arrangements.

In schools where performance related pay is not used, pay progression will normally be automatic through the relevant pay range unless a teacher is subject to formal capability procedures. Where a school has chosen to retain performance related pay arrangements, pay progression will be determined in accordance with the schools pay policy.

For teachers, the appraisal report including the pay recommendation, where schools adopt performance related pay, must be received before the end of October, and before the end of December for the head teacher.

The recommendation on pay will be considered by the head teacher and, submitted for approval to the *remuneration* committee, or equivalent, of the governing body, in accordance with the school's pay policy.