



Leicester
City Council

Model Teacher Appraisal Policy

This model policy has been agreed with trade unions present at the teachers negotiating committee meeting on 26 June 2025. If a school wishes to adopt an amended version of the model policy, or develop its own policy, consultation with the recognised trade unions must be undertaken locally.

To be read in conjunction with

Model teacher pay policy	Teacher pay policy guidance
Classroom observation protocol	Model teacher capability policy
The Education (School Teachers' Appraisal) (England) Regulations 2012	Teacher appraisal and capability - GOV.UK
Teacher Appraisal Support Plan	

Document control

Date agreed with trade unions	Date issued to schools	Author	Summary of changes	Date to be reviewed
26 June 2025	July 2025	Kalpesh Masani	Detailed in briefing note	As required

Footnote:

References to school throughout the document are to school/college/academy/central service.

References to the governance board in this document are to the governing body in maintained schools; board of trustees in academies; and the local authority (LA) for centrally employed teachers.

References to the school leader in this document are to the headteacher/principal/manager/head of service as appropriate.

Although this document refers to the Headteacher, it also applies to the Principal/line manager/governors as appropriate.

[Insert school name]

Teacher Appraisal Policy

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1. Purpose

1.1 This policy sets out:

- the school's framework, in accordance with the Education (School Teachers' Appraisal) (England) Regulations 2012, for a clear and consistent assessment of teachers' and school leaders' overall performance 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;
- how appraisal contributes to recommendations on pay progression;
- the arrangements that will apply when teachers fall below the levels of performance expected of them.

2. Scope

- 2.1 The policy applies to school leaders and all teachers employed for one term or more except for:
- early career teachers undergoing induction
 - teachers subject to the capability procedure.

3. Approach to Appraisal

- 3.1 Appraisal will be a supportive and developmental process designed to ensure that all teachers continue to meet the Teacher Standards and continue to develop the skills and knowledge 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.
- 3.2 All appraisal meetings and activities will take place within a teacher's directed time.

4. The Appraisal Period

- 4.1 The appraisal period will run for twelve months commencing on the first day of the autumn term in each academic year.
- 4.2 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 period will be determined by the duration of their contract and the individual teacher's objectives will take account of the length of contract.
- 4.3 The appraisal period can be varied when teachers begin or end employment with the school.

5. Appraisers

- 5.1 The school's leader will be appraised by a minimum of two members of the governance board trained in the use of this procedure, supported by a suitably skilled and/or experienced external adviser appointed by the governance board.
- 5.2 Where the school leader has an objection on the suitability, for professional reasons, of any of the governors to whom the governance board has delegated the appraiser duties they may submit a written

request to the governance board that the governor(s) concerned be replaced, stating the reason(s) for the request. This request will be carefully considered and, if possible, an alternative appraiser(s) will be offered. The governance board will make the final decision on the appraisers for the school leader.

- 5.3 The school leader will decide who will appraise other teachers. All appraisers will be qualified teachers who are suitably trained to undertake this role.
- 5.4 Where a teacher has an objection on the suitability, for professional reasons, of the person to whom the school leader has delegated the appraiser duties they may submit a written request to the school leader that the appraiser be replaced, stating the reason(s) for the request. This request will be carefully considered and, if possible, an alternative appraiser will be offered. The school leader will make the final decision on the appraiser for each teacher.

6. Objectives and Standards

- 6.1 Appraisees will be set a maximum of three objectives. The objectives set will, if achieved, contribute to the school's plans for improving its educational provision and performance and improving the education of its pupils.
- 6.2 The school leader's objectives will be set by the governor appraisers after consultation with the external adviser. The governors have a duty to have regard for the school leader's work-life balance and objectives will reflect this.
- 6.3 Objectives for each teacher will be set by the appraiser before, or as soon as practicable after, the start of each appraisal period. The appraiser has a duty to have regard to the teacher's work-life balance and objectives will reflect this. 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.
- 6.4 Numerical targets will not be set if it is beyond the teacher's control to achieve them.
- 6.5 The appraiser/s and appraisee will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. The appraisee can record their disagreement on the appraisal record and this

will be taken into account at the appraisal review. Objectives will be revised if circumstances change.

- 6.6 Before, or as soon as practicable after, the start of each appraisal period each teacher will be informed of the standards against which their performance in that appraisal period will be assessed.
- 6.7 All teachers with QTS status will be formally assessed against the set of standards contained in the DfE "Teachers' Standards" document. The school leader will also be assessed against the DfE "Headteachers' Standards" document.
- 6.8 The school leader or governance board (as appropriate) will decide whether teachers holding QTLS status should also be assessed against the DfE "Teachers' Standards" or other sets of standards published by the Secretary of State that are relevant to them.

7. Reviewing Performance

7.1 Evidence

- 7.1.1 At the same time as objectives are set the appraiser(s) will identify what evidence they will take into account when assessing whether the appraisee has met their objectives and the relevant standards.
- 7.1.2 Where a teacher on the main pay range (MPR) aspires to progress to the upper pay range (UPR), the appraisal report will contain sufficient evidence for a recommendation on progression to be made.
- 7.1.3 Evidence will include observation of classroom practice, and other responsibilities, as this is considered an important way of assessing performance to:
 - identify any particular strengths and areas for development;
 - gain useful information which can inform school improvement more generally;
 - enable teachers to learn from each other and collaborate.
- 7.1.4 All observation will be carried out in a supportive and cooperative way and in accordance with the school's classroom observation protocol, without adding to teacher workload.
- 7.1.5 The range and amount of other evidence collected for appraisal purposes will always be proportionate and minimise workload.

7.2 Development and Support

- 7.2.1 The school encourages 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 ongoing professional development needs and priorities of individual teachers.
- 7.2.2 Professional development will form a key part of the appraisal discussion.

7.3 Feedback

- 7.3.1 Teachers will be given feedback on their performance throughout the appraisal period. Feedback will be given as soon as practicable after observation has taken place or other evidence has come to light. All feedback will be constructive and will highlight particular areas of strength as well as any areas that require further development. This should be documented to maintain an evidence based record of feedback throughout the appraisal period. Teachers can bring their own record of feedback to the appraisal for the appraiser to consider as part of the annual assessment.
- 7.3.2 There is no right to representation at any meeting held under the appraisal policy other than at a meeting held to discuss concerns about the teacher's performance and any subsequent review meetings (see 7.3.4).
- 7.3.3 A minimum of one formal meeting will be held during the appraisal period, ideally at the middle of the assessment cycle, to monitor progress against objectives and standards and to consider any support or development needed. These meetings will feed into the annual assessment at the end of the appraisal period.
- 7.3.4 Where there are concerns about any aspects of the teacher's performance, at any point in the appraisal period, the appraiser will meet with them, within a reasonable time following the concern/s arising, giving at least five working days' notice and offering them the right to representation at this meeting, to:
- give clear and specific 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 observations) that will be provided to help address the concerns;
- set clear objectives for required improvement taking into consideration the teacher's circumstances;
- set proportionate timescales for reviewing progress;
- explain the implications and process if no, or insufficient, improvement is made – i.e., potential transition to formal capability procedure leading to impact on pay progression.

7.3.5 Following the meeting the manager will produce, and share with the teacher, an appraisal support plan. The teacher can record any disagreement with the contents of the support plan on the document and this will be taken into consideration in future discussions.

7.3.6 Informal feedback will continue throughout the review period and formal meetings will be held in accordance with the timescale set.

7.3.7 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, with any minor remaining issues continuing to be addressed through that process.

8. Transition to Capability Procedure

8.1 If a teacher demonstrates serious underperformance, and has not responded to support provided within the appraisal process, they will be notified in writing that the appraisal process will no longer apply and that their performance will be managed under the capability procedure.

9. Annual Assessment

9.1 Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the school leader, the governance board will consult the external adviser.

9.2 The assessment will take place at a formal meeting and will be the end point of the annual appraisal process. The meeting will also form the planning meeting for the next appraisal period.

9.3 The teacher will receive, as soon as practicable following the end of each appraisal period and by no later than 31st October (31st December for the headteacher), an appraisal report.

9.4 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 their objectives and the relevant standards;
- a summary of any development undertaken during the appraisal period and its effectiveness.
- an assessment of the teacher's current professional development needs and identification of any action that should be taken to address them;
- a recommendation on pay progression by the Headteacher, within the current pay range or from the MPR to the UPR, where that is relevant.

9.5 The teacher will have an opportunity to comment on the appraisal report in writing.

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