

Learning Accord Multi Academy Trust

Appraisal Policy



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1. Introduction

- 1.1 These procedures apply to all employees in the academy (in other words they are applicable to both teaching and support staff).
- 1.2 Nothing in these procedures is intended to contravene the statutory rights, duties and obligations of the headteacher and governing body as set out in school governance regulations and in legislation relating to discrimination.
- 1.3 It is important that advice is sought from relevant professionals in the application of this policy.

2. Purpose and scope

- 2.1 Appraisal is the process for assessing, through a variety of source material (which may include observations), the overall performance of an employee (within the context of the individual's job description and the provisions of the relevant pay and conditions document) and for formulating plans in relation to the individual's future advancement in the wider context of the academy's development plan.
- 2.2 The information that schools collect (in relation to initiatives such as school development plan or self-evaluation data etc as well as for appraisals) should be capable of being utilised in different ways to inform appropriate objective setting for individual members of staff.
- 2.3 Appraisal is intended be a supportive and developmental mechanism. It is designed to ensure that all staff members are equipped with the skills and support they require to enable and empower them to carry out their role effectively whilst at the same time encouraging them to engage in continued professional development to improve their personal performance and practice.
- 2.4 The principal purpose of this policy is to ensure that a fair and transparent procedure in relation to appraisal is in place for all staff members, always having regard to the specific nature of their individual employment.
- 2.5 With this aim in mind, the policy sets out the framework for a clear and consistent assessment of the overall performance of individual employees which (whilst taking due account of the standards expected respectively of teachers and support/associate staff) will support their development within the context of the academy's overall plan for improving educational provision and outcomes.
- 2.6 This policy applies to all staff employed by the academy, except those on fixed term contracts of less than one term or those undergoing induction (such as ECTs).

3. Confidentiality

- 3.1 The appraisal process will be treated throughout as a confidential process. It is standard practice that the appraisal report will be accessed only by the appraiser (normally the employee's line manager) and the headteacher (or governing body/other moderator of the overall process) in their role of quality assurance/moderation.

4. Appraisal period

- 4.1 The appraisal period will run for twelve months from 1 September to 31 August.
- 4.2 Staff 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 precise format and timing of their appraisal (or equivalent process of review) will be determined by the duration of their contract.
- 4.3 Where an employee starts their employment part-way through an appraisal cycle, the headteacher (or governing body with regard to appraisal of the headteacher) will determine the length of the first cycle with a view to bringing this process into line with other staff in the academy.
- 4.4 Where existing employees change posts within the academy during the course of the appraisal cycle it may on occasion be appropriate to change both the appraiser and the agreed objectives, dependent upon individual circumstances.

5. Appointing appraisers – headteacher

- 5.1 The governing body will appoint two or three members of the governing body as appraisers for the headteacher and should ensure that they receive appropriate preparation and training for this role.
- 5.2 The governing body should seek to appoint appraisers who have the necessary knowledge and experience to carry out this role and who together reflect the profile of the governing body. Persons appointed as appraisers should not have any personal or pecuniary interest, and accordingly any governors who are members of the academy staff cannot be appointed as appraisers for the headteacher.
- 5.3 When appraising the performance of the headteacher the governing body should also receive supportive guidance and necessary challenge from an appropriately qualified external advisor. Possible sources of external advice include education consultants or school improvement officers (or equivalent) where appropriate.
- 5.4 In this context, relevant advice to governing bodies should include:
- assessing progress made by the headteacher towards previous appraisal objectives set by the governing body
 - setting suitable objectives for governors to agree with the headteacher in relation to the next appraisal review cycle
 - determining how the academy's appraisal system is contributing to improving the educational experience of pupils at the academy.

6. Appointing appraisers – other staff

- 6.1 The headteacher will determine the appraisers for other staff. These will normally include line managers when deemed appropriate. This is consistent with a distributive approach to school leadership and the recognition of these responsibilities through staffing/pay structures.
- 6.2 In order to limit the workload on individuals, the headteacher may wish to place a restriction on the number of appraisals which any one person will be expected to undertake (typically this should be no more than six staff members).

- 6.3 Line managers should be appropriately trained for this task and should be remunerated in accordance with their responsibilities (for instance teachers should be paid an appropriate Teaching and Learning Responsibility (TLR) payment).
- 6.4 If, in exceptional circumstances and for professional reasons, the staff member wishes to request a change of appraiser (where this role has been delegated), they may ask the headteacher to appoint an alternative appraiser, who should be of comparable (or higher) status in the staffing structure than the person originally proposed for this role.
- 6.5 Any such application must be made in writing and must state the reasons for the request. If, after due consideration, such a request is not accepted, the headteacher must communicate their reasons for refusing the request in writing, and this communication should be retained together with the appraisee's request.
- 6.6 Where the appraisee works for more than a single line manager, the nominated appraiser should (in advance of the appraisal meeting) consult those other line managers to establish potential developmental needs to be explored in the next appraisal cycle.

7. Appraisal process

- 7.1 The academy wishes to encourage a culture in which all staff take responsibility for improving their own individual performance through appropriate professional development, and appraisal is a supportive mechanism which will be used to inform this process.
- 7.2 Professional development will ideally be linked both to school improvement priorities and to the ongoing needs and priorities of individual staff.
- 7.3 Every employee's performance will be formally assessed in respect of each appraisal period.
- 7.4 For those employees on incremental pay scales (for example teachers) progression on individual pay ranges may be dependent upon performance as assessed by means of annual appraisal.
- 7.5 In assessing the performance of the headteacher, the governing body must consult their external advisor.

8. Appraisal criteria

- 8.1 The appraisal criteria should indicate how success (in relation to objectives previously set) may be formally evaluated at the end of each (annual) cycle.
- 8.2 These measures should provide clarity in respect of the basis on which the appraiser will assess the overall performance of the appraisee in terms of demonstrating progress towards the achievement of set objectives, including classroom observation and any other relevant evidence.
- 8.3 Such judgements of performance should invariably take into account the appraisee's job description and level of experience, any relevant professional standards and, where the appraisee is eligible, the appropriate pay progression detailed in STPCD.

9. Objective setting

- 9.1 The objectives set for each member of staff will be Specific, Measurable, Achievable, Realistic and Time-bound (SMART) and will be commensurate with the employee's role and level of experience.
- 9.2 The appraiser and appraisee will seek to agree suitable objectives but, if that is not possible, the appraiser will determine the objectives. These objectives may be revised (by mutual agreement) should circumstances change significantly during the course of the academic year.
- 9.3 The number of specific objectives agreed with individual staff may be no more than three, dependent upon their job role and responsibilities.
- 9.4 The specific objectives set will ideally, when (or if) achieved, contribute to the academy's plans for improving educational provision and performance and enhancing the overall experience of pupils at the academy. This will be effected by quality assurance of all objectives against the school improvement plan.

10. Headteacher objectives

- 10.1 Following advice and guidance from their external advisor(s), the governing body will seek to agree objectives with the headteacher which will be set either before, or as soon as practicable after, the commencement of each appraisal cycle. Relevant headteacher standards will be taken into consideration when assessing performance

11. Teacher objectives

- 11.1 Objectives for each teacher will be set before, or as soon as practicable after, the commencement of each appraisal cycle. Teachers may be assessed in accordance with the set of standards contained in the document called "Teachers' Standards" and any other relevant national standards considered by the headteacher to be appropriate (such as QTLS etc).

12. Other staff objectives

- 12.1 Objectives for other staff within the academy should reflect the standards appropriate to their specific area of work. Where national occupational standards exist (for instance in relation to supporting teaching and learning in the classroom) these should be adapted to suit individual requirements and help to raise performance in accordance with the school improvement plan.

13. Reviewing performance – observation

- 13.1 This academy believes that observation of professional classroom practice is important both as a way of assessing the performance of teachers and other relevant staff to assist in identifying particular strengths and/or weaknesses and in gaining additional information of use in promoting school improvement more generally.
- 13.2 The classroom observation agreed in the appraisal meeting should be proportionate. This process should provide monitoring information for a range of other necessary purposes, such as self-evaluation or a school improvement programme, as well as in relation to

performance management. Developmental peer observations will remain voluntary and initiated by teachers/support staff and these will not form part of the appraisal process.

- 13.3 All observation will be carried out in a supportive fashion in line with the academy protocol attached. An example of an appropriate format for a classroom observation protocol is provided at Appendix 1.
- 13.4 A record of the observation should be documented in writing to include feedback and any subsequent follow-up work. This observation record should be sufficient to meet the needs of both individuals and the academy and should therefore summarise the following elements:
- the focus of the observation
 - what was learnt from the observation
 - the essence of feedback given
 - any subsequent actions or other follow-up envisaged.
- 13.5 No written notes will be kept other than this record (on which the employee has the right to append comments).
- 13.6 The amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the academy. Such observation will only be undertaken by those holding QTS/QTLS. There will be a maximum of three hours' observation in any cycle, however, where issues arise, it may be appropriate (following discussion) to revisit the amount of classroom observation originally envisaged.
- 13.7 Where, for example, it is identified that a teacher appears not to be meeting national minimum teacher standards, a programme of lesson observations (announced and unannounced) may be arranged. It would be hoped that both parties would seek to reach agreement on the content of any such programme.
- 13.8 Headteachers or senior leaders with responsibility for teaching standards may 'visit' a classroom with the intention of informing their monitoring of the quality of learning and to check that satisfactorily high levels of professional performance are established and maintained. The length and frequency of the 'visit' will vary depending on specific circumstances with no more than XXX in a term (subject to concerns being raised).
- 13.9 Teachers (including the headteacher) who have additional duties and responsibilities outside the classroom should also expect to have their performance of those elements of their role assessed in a similar manner.

14. Reviewing performance – feedback

- 14.1 Staff will receive constructive feedback on their performance at least once throughout the year in interim meetings and formally at the end of the year (or appraisal cycle).
- 14.2 For lesson observations written feedback will be given as soon as practicable, ideally on the day (and certainly no later than five working days) after observation has taken place. It is recommended that verbal feedback is given no later than 24 hours after the event.
- 14.3 Feedback (both written and verbal) should highlight any areas of strength which have been identified as well as the nature of any areas of weakness which may warrant attention.

15. Annual review

- 15.1 The start of the formal appraisal cycle begins with a meeting of appraiser and appraisee to complete the appraisal report. The appraiser should instigate agreement on a mutually acceptable date and time for a meeting and both appraiser and appraisee should confirm such arrangements as far in advance as possible with written notification being finalised no fewer than 10 working days before the scheduled date.
- 15.2 The annual review of past performance and planning of future objectives will normally take place in a single meeting which should constitute a professional dialogue between appraiser and appraisee. Both parties should be expected to play an active part in this meeting in relation to frank appraisal of current performance and discussion with a view to future development, with both the review of the outcomes of the previous appraisal cycle and the fresh objectives set for the forthcoming year being recorded in a single document.
- 15.3 It is anticipated that an hour should be sufficient time for the annual appraisal meeting, but it would be regarded as inappropriate and unacceptable to use lunch breaks, after school and/or PPA time for this purpose.
- 15.4 Future (termly or otherwise) meetings should be scheduled as far in advance as possible and ideally an appropriate date should be set at the end of the review meeting (and any subsequent meetings). The appraiser and appraisee should endeavour to agree an assessment of the overall performance of the latter during the relevant appraisal cycle and (if appropriate) explore any issues that may have impacted adversely upon the appraisee's performance.
- 15.5 The appraisal meeting will cover the following areas and the written report will confirm this discussion:
- an assessment of the appraisee's performance of their role and responsibilities against their objectives and the relevant standards over the last appraisal cycle
 - details of the employee's objectives for the forthcoming cycle (including specific timescales)
 - an assessment of the employee's training and development needs and identification of any action that should be taken to address these (such as appropriately targeted CPD)
 - any support for which a need has been identified
 - the focus (where appropriate) of lesson observations (for teachers)
 - any other evidence felt relevant to the individual
 - a recommendation on pay* when this is relevant.
- *Pay recommendations need to be made by 31 December for headteachers and by 31 October for other staff*
- 15.6 As soon as practicable following the end of each annual review meeting the appraisee will receive, and ideally agree (as well as have adequate opportunity to comment in writing upon), a written appraisal report. This report should be sent to the appraisee no later than ten working days following the meeting.
- 15.7 In this academy, employees will receive their written appraisal reports by 31 October (31 December for the headteacher).

- 15.8 The appraiser will provide the appraisee with a copy of the final appraisal report and will pass the original to the headteacher for retention (any appraisals undertaken by the headteacher in person will similarly be retained). The final appraisal report of the headteacher will be retained by the chair of governors.
- 15.9 In all cases the evaluation of performance and of training and development needs will inform the planning process for the following appraisal period.
- 15.10 The annual review is the end point to the appraisal cycle, but performance and development priorities will additionally be reviewed and addressed on a regular basis throughout the year in interim meetings which will take place at least once during each academic year. In accordance with this principle of continuous assessment there should be no unwelcome surprises at the end of year appraisal. An example of an appropriate format for a teacher appraisal review is provided at appendix 2.

16. Other evidence

- 16.1 Other evidence which may be taken into account will normally be in the form of data or written feedback from specific individuals relevant to the process. Those providing evidence should always have direct professional knowledge of the appraisee's work.

17. Continuing professional and personal development (CPD)

- 17.1 All employees have a right to CPD and this can be provided by a variety of means: management coaching and support; mentoring; shadowing; attendance on external course(s); enhanced use of ICT; secondments etc. CPD priorities may require to be based on the extent to which the academy is currently supported in achieving its priorities.
- 17.2 Any documentation recording details of support and development agreed at the annual review should be forwarded by the appraiser to the person responsible for planning the training and development of teachers/support staff in the academy (and should also be readily accessible to the employee's line manager).
- 17.3 In the event that it has not proved possible to provide appropriate support (in respect of that envisaged in order to assist employees in fully meeting their objectives) such circumstances will be taken fully into account in any review meeting.

18. Recommendations on pay

- 18.1 In those establishments which have retained performance related pay progression, appraisers will be required to make a recommendation on pay (including consideration of accelerated progression as and when justified) where (in the case of teachers) the appraisee is on any of the following:

- the unqualified teacher pay range;
- the main pay range;
- the upper pay range;
- the leading practitioner pay range;
- the leadership pay range;

or where (in the case of support staff) the appraisee is:

- eligible for performance related pay progression.

19. Appeals

- 19.1 Simple disagreements in relation to the wording of an appraisal report should be capable of being resolved by informal discussion between the appraiser and the appraisee without recourse to formal appeal procedures.

Appeals in relation to pay and/or grading

- 19.2 In the event of an individual having failed to resolve the issue at an informal level and wishing to appeal against a recommendation **in relation to pay progression** (as opposed to an appeal in respect of commentary – in other words an appraisal outcome unrelated to pay and/or grading) the appeal mechanism as outlined in the academy's Pay and Grading Policy (sections 8 and 9) should be followed, although where the headteacher has indicated an intention to moderate one or more of the annual appraisal reports any individual appeal should be deferred until the moderation process has been completed.
- 19.3 Any formal appeal in relation to pay and/or grading must (in accordance with the procedure set out in the relevant policy) be submitted, in writing, within ten working days of the employee's receipt of the decision against which they are appealing.

Appeals unrelated to pay

- 19.4 In the event of an individual having failed to resolve the issue at an informal level and wishing to appeal formally against any element **unrelated to pay progression and/or grading** (for which the appeal system is that which is specified in the relevant policy, as detailed in the preceding clauses) it will be necessary (although where the headteacher has indicated an intention to moderate one or more of the annual appraisal reports any individual appeal should be deferred until the moderation process has been completed) for the appraisee to instigate process in accordance with the academy's Grievance Policy **unless** the academy has in place a dedicated appeal mechanism to this end.
- 19.5 Where a dedicated appeal process is in place, the appraisee must, in order to initiate a formal appeal, submit their case in writing to the clerk to governors (or other designated person) within ten working days of having received their appraisal report, unless there is any delay in the process related to moderation (as above) in which event an appeal must be submitted within ten working days of the moderation process being completed.
- 19.6 The clerk to governors (or other designated person) will then arrange for the appeal to be held by the appeals panel, which will usually consist of no more than three members of the governing body.
- 19.7 Where a dedicated appeal mechanism in relation to appraisal is **not** in place an appraisee can use procedures outlined in the academy's Grievance Policy (employers are required by law to establish procedures for dealing with any grievance staff may have at work) should they wish to appeal against any entry on their appraisal report (including any changes made to the report during the cycle) which is **unrelated** to pay progression and/or grading (which are dealt with separately as specified above). As this is an appeal it should be heard at the appeal (final) stage of the academy's Grievance Policy.
- 19.8 Whether or not a dedicated appeal mechanism is in place, should an appraisee wish to appeal against one or more entries on their appraisal report this would constitute a single appeal hearing (or grievance appeal hearing).

20. Development and support

- 20.1 Appraisal is a developmental process. It is incumbent upon both the appraiser and appraisee to seek to identify any external factors which may be affecting the appraisee's performance.
- 20.2 Where significant concerns are identified in respect of any aspect of a member of staff's performance the appraiser will meet separately with the appraisee to raise these issues formally.
- 20.3 Any such meeting will:
- give clear feedback to the staff member about the nature and seriousness of the concerns
 - give the staff member full opportunity to comment on and discuss those concerns
 - seek strategies and agree any support (such as coaching, mentoring, structured observations) that may be provided to help address those specific concerns
 - make clear how, and by when, the appraiser will review progress
(in this context it may be appropriate to revise objectives, and it will be necessary to allow sufficient time for improvement – this will be on a case by case basis and will reflect the seriousness of the situation)
 - explain the implications and process if no (or insufficient) improvement is made within the agreed timescale.
- 20.4 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.
- 20.5 If no, or insufficient, progress has been made after the agreed review period, the staff member will be notified in writing that the appraisal system will no longer apply and will be invited to a formal review meeting to discuss the next course of action. Once again it is incumbent upon both the appraiser and appraisee to seek to identify any external factors which may be affecting the appraisee's performance.
- 20.6 Written confirmation of the status of any such meeting will be provided. At least five working days' notice will be given and the employee will be entitled to be accompanied at this meeting by either their union representative or a work colleague.

21. Quality assurance – moderation of appraisal statements

- 21.1 The headteacher has a duty to ensure that appraisal processes are applied fairly and consistently across the academy and that these observe the principle of equal opportunities. The headteacher will set up appropriate procedures for monitoring and moderating the appraisal reports.
- 21.2 The executive headteacher/headteacher or nominated senior manager will review all completed appraisal reports within ten working days of their completion and where necessary instruct the appraiser to prepare a new report with their appraisee (within ten working days of being so instructed) prior to it being finalised and retained. The appraisee can add further comments at this stage.
- 21.3 There may be occasions when it is necessary to review (mid-cycle) what has been agreed in the last appraisal meeting (for example in relation to prolonged sickness absence,

maternity leave or where reasonable adjustments are required under the Equality Act 2010).

22. Retention

- 22.1 Appraisal reports will be retained by the headteacher (or, in the case of the headteacher's own appraisal reports, by the chair of governors) in a secure place on school premises for up to 6 years, after which they will be destroyed.

23. Headteacher report on the operation of the appraisal process

- 23.1 The appraisal process should be reviewed on a regular basis by the governing body.
- 23.2 The headteacher should provide the governing body with an annual written report on the operation of the academy's Appraisal Policy, including an indication of the overall effectiveness of the process with particular reference to the identification of training and development needs of both teachers and support staff.
- 23.3 As part of the annual monitoring and reporting process, governing bodies should consider the equal opportunities implications at every stage of the process.

24. Other policies and procedures

- 24.1 This policy will be supported by the following policies and procedures:
- Grievance Policy
 - Pay and Grading Policy

Appendix 1: Classroom observation protocol

Introduction

The governing body is committed to ensuring that classroom observation is both supportive and constructive with regard to professional development and that those involved in the process will:

- agree in advance how classroom observations will be carried out
- carry out their role with integrity, courtesy and respect
- evaluate objectively
- report accurately and fairly
- respect the confidentiality of the information gained.

Purpose of lesson observations

Classroom observations are used to monitor the quality of teaching and learning as an important part of the appraisal process. They should support a culture of continuous improvement by assisting individuals in developing their professional practice.

The arrangements for classroom observation will be included in the appraisal documentation which will specify:

- the extent of observation (defined in classroom hours)
- the phase of the appraisal cycle in which the observation will take place
- the identity of the individual who will conduct the observation
- the primary purpose and focus of the observation
- any particular aspects of the teacher's performance which will be assessed.

Principles for lesson observations

Classroom observation should be agreed, understood and recorded in the appraisal documentation at the start of the review cycle.

The sum total of observation will amount to no more than three hours. However, if concerns arise during the appraisal cycle there is scope to agree to revise the amount of observation as detailed in the Appraisal Policy.

Classroom observations:

- should be supportive and developmental
- should (where possible) be multi-purpose to minimise the potential burden of observations
- should be undertaken in full accordance with the Appraisal Policy
- should be preceded by reasonable notice (ideally five working days) being given
- should be facilitated by provision of sufficient timetable release time
- should all (as far as is possible) take place at a time agreed between teacher and observer
- should not take place in PPA time (unless the member of staff wishes to do so)
- should be timetabled to ensure that there is a reasonable amount of time between each observation (irrespective of the findings of those observations)
- should only be undertaken by persons with qualified teacher status (QTS), who have had adequate preparation and training in the appropriate professional skills to undertake observation and to provide constructive and supportive feedback (both oral and written).

Feedback

Feedback following a lesson observation should include a clear judgement on lesson quality and should enable teachers to build on what they are doing well and to feel confident about introducing change where necessary.

Oral feedback will be given as soon as possible after the observation and no later than the end of the following working day. It will be delivered in confidence during directed time in a suitable, private environment. Adequate time will be made available for both preparation and feedback in respect of classroom observation.

Written feedback will be provided within five working days of the observation taking place. If, during an observation, issues arise that were not part of the documented focus of the observation, these issues should be discussed during oral feedback and also documented within the written feedback.

The written record of feedback will include:

- the date on which the observation took place
- the identity of the observer
- the subject of the lesson observed
- the length of the lesson.

The teacher has the right to append written comments on the feedback document; no additional documentation of the lesson observation will be retained.

All teachers will have access to all written accounts of their lesson observations and copies will be provided on request.

Appendix 2: Teacher appraisal review

All teachers should be assessed against the set of standards contained in the document called “Teachers’ Standards” and any other relevant national standards considered by the headteacher to be appropriate (such as QTLS).

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.

All objectives should be agreed in accordance with the career expectations of the individual teacher undergoing appraisal.

- Step 1. Part A below (details of objectives) should be completed in the appraisal meeting (normally held in September/October) at which point in the cycle objectives for the next 12 months are agreed and set.
- Step 2. Part B below (review of progress) should be completed at the interim stage during the course of the appraisal year (normally this will be either a termly review meeting early in the spring and summer terms or a single review meeting mid-cycle).
- Step 3. Part C below (outcome) should again be completed (at the end of the appraisal cycle) in the annual appraisal meeting (normally held in September/October) at which point the previous year’s objectives will be reviewed (to ascertain whether these have been met) **and** Part A (2) (specifying further objectives agreed for the **following** year) will be completed in order to commence the next cycle.

Part A – Objectives for the next 12 months

Academic year: 2024 – 2025			Date of appraisal:	
Name of appraisee:			Post held:	
Name of appraiser:			Post held:	
JD reviewed?			Yes/No	
UPR applicant?			Yes/No	
Objective	Success criteria	Evidence including lesson observations	Training and development needs identified	Relevant teacher standards to be demonstrated
1.				
2.				
3.				
Appraisee's signature:			Date:	
Appraiser's signature:			Date:	

Part B – Interim (termly or mid-cycle) appraisal review

Academic year: 2024 – 2025			Date of review:	
Name of appraisee:			Post held:	
Name of appraiser:			Post held:	
JD reviewed?			Yes/No	
UPR applicant?			Yes/No	
Objective	Success criteria	Evidence including lesson observations	Training and development needs identified	Relevant teacher standards to be demonstrated
1.				
2.				
3.				
Termly review(s) or mid-cycle review Comments on progress (so far) towards achieving stated objective and impact of achievement:				
Appraisee's signature:			Date:	
Appraiser's signature:			Date:	

Part C – Annual appraisal review

Academic year: 2024 – 2025			Date of review:	
Name of appraisee:			Post held:	
Name of appraiser:			Post held:	
JD reviewed?			Yes/No	
UPR applicant?			Yes/No	
Objective	Success criteria	Evidence including lesson observations	Training and development needs identified	Relevant teacher standards to be demonstrated
1.				
2.				
3.				
Assessment of overall performance: (with regard to agreed objectives set) Outstanding / Satisfactory / Unsatisfactory			Recommendation for pay progression: (if applicable) Yes / No	
Appraisee's signature:			Date:	
Appraiser's signature:			Date:	

Part A (for the following academic year) – Objectives for the next 12 months

Academic year: 2025 – 2026			Date of appraisal:	
Name of appraisee:			Post held:	
Name of appraiser:			Post held:	
JD reviewed?			Yes/No	
UPR applicant?			Yes/No	
Objective	Success criteria	Evidence including lesson observations	Training and development needs identified	Relevant teacher standards to be demonstrated
1.				
2.				
3.				
Appraiser's signature:			Date:	
Appraiser's signature:			Date:	