



Hollywater  
School  
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## PERFORMANCE MANANGEMENT POLICY

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## 1.Aims

This policy aims to:

- Set out the arrangements for appraising teaching and non-teaching staff, including the process and the responsibilities of individuals
- Ensure consistency and fairness across the school
- Create a process where teachers’/staff professional development is supported and encouraged, in the context of the school’s latest Ofsted report, our School Improvement Plan (SIP) and the Teachers, leadership, Hampshire roles and responsibility standards.
- Ensure teachers have the skills and knowledge they need to fulfil and excel in their role and provide an excellent education to our pupils

The policy applies to all teaching staff employed by the school or local authority, except those on contracts of less than one term, those undergoing induction and those undergoing capability procedures.

## 2. Legislation and guidance

The minimum national requirements for teachers’ appraisal in maintained schools are set out in The Education (School Teachers’ Appraisal) (England) Regulations 2012.

This policy is based on the model policy produced by the Department for Education (DfE).

## 3. Definitions

In this policy, the term ‘teacher’ refers to classroom teachers, support staff, middle and senior leaders, and the headteacher.

## 4. The appraisal period

The appraisal period will run for 12 months, beginning on the first day of the autumn term. Target setting will be held during the autumn term.

For teachers on fixed-term contracts of less than 12 months, the appraisal period will be determined by the duration of their contract.

Teachers who start at or leave the school during the appraisal period can have a longer or shorter appraisal period in that appraisal round. It is intended that teachers will have had their annual appraisal meeting and received their appraisal report by 31st October.

It is intended that the headteacher will have had their annual appraisal meeting and received their appraisal report by 31st December.

## 5. Setting objectives

Teachers' objectives will be set before, or as soon as possible after, the start of the appraisal period.

The Headteachers' objectives will be set by the governing board in consultation with the external adviser

Objectives will:

- Contribute to improving the education of pupils at the school and the implementation of any school improvement plans. To ensure this happens, the headteacher will quality assure all objectives against the school improvement plan
- Be specific, measurable, achievable, realistic and time-bound (SMART)
- Be appropriate to the teacher's role and career experience
- Will support the teacher's self-reflection against standards
- Be revised if circumstances change throughout the year

When objectives are set, teachers will also be informed of the standards their performance will be judged against.

The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives.

## 6. Standards

Teachers will be assessed against the Teachers' Standards.

The Headteachers, and other school leaders where relevant, will also be assessed against the Headteachers' standards.

## 7. Reviewing performance

We will use a range of evidence to judge a teacher's performance:

- Formal and informal lesson observations
- Observations and results from wider school activities, if applicable
- Performance of their pupils
- Reviews of planning and marking
- Parent and pupil voice, if applicable
- Professional/team support in reflection of own practice
- Targets if on support and challenge plan
- Teacher observations of support staff

## 7.1 Observation protocol

We believe that observations are an important way of assessing teachers' performance. They can help identify a teacher's strengths and areas for improvement, and can help us identify areas of good practice that can be shared across the school.

There will be both formal and 'drop in' observations.

Teachers with responsibilities outside the classroom will also have these responsibilities observed.

All observations will:

- Be carried out in an objective, fair, professional and supportive manner.
- Be carried out by teachers with Qualified Teacher Status.
- Provide constructive feedback
- Remain confidential to those who need to know details as part of their jobs
- Will be documented appropriately to support evidence, continuity and accountability.

## 7.2 'Learning Walk' observations

Learning walk observations will usually be conducted by SLT/ LMT in order to monitor the quality of teaching and learning on a regular basis.

- Notice of 'learning walk' observations will be given and/or is on our monitoring, evaluation and reporting cycle.
- They will usually last around 20 minutes, and may involve the observer talking to pupils/staff and looking at work.
- The frequency will depend on the individual teacher and the school's needs at the time. Generally, verbal feedback will be given within 24 hours.
- Feedback will also be documented using learning walk proforma.
- We will use all reasonable endeavours to provide written feedback within 5 working days.

Please note that we also carry out drop-in observations where fellow teachers observe a lesson for their own professional development. Notice may not be given and evidence will not be used as part of the appraisal process. This is part of our peer to peer approach to supporting CPD.

## 7.3 Formal observations

The purpose of formal observations is to assess the teacher's performance and progress against their objectives and the relevant standards.

The number of formal observations will be agreed with the teacher during their appraisal meeting, and will be determined by the teacher's individual circumstances and the needs of the school at the time.

For example, ECT ( Early Career Framework Teachers), UQTs (Unqualified Teachers) and less experienced teachers, who have recently started at the school will receive a number of formal observations to establish their strengths and areas for development.

A very experienced teacher will typically receive fewer observations. Teachers will not receive more than 2 formal observations over the year. Generally, verbal feedback will be given the following day. We will use all reasonable endeavours to provide written feedback within 5 working days. Feedback will be documented on secure Performance Management in the Arbor platform using lesson observation proforma.

## 7.4 Additional observations

Additional formal observations will take place if:

- The teacher requests them
- There are concerns that the teacher's performance is not up to standard (this may be triggered by teachers not meeting teacher standards - support and challenge plans)
- The teacher is subject to formal capability proceedings.

The above protocols will still apply to these additional observations.

## 8. Annual assessment

Performance will be reviewed and addressed on a regular basis throughout the year in termly meetings with the teacher's line manager.

The appraisal meeting is the end point of the annual appraisal process and will take place in the summer term. In this meeting, the appraiser will:

- Review the relevant evidence
- Assess performance in the appraisal period against the relevant standards.
- Assess performance in the appraisal period against objectives.
- Discuss the teacher's professional development needs and identify action that should be taken.
- Discuss the teacher's wellbeing, career aspirations and any difficulties they may be facing.

If necessary, discuss the teacher's underperformance and put a plan in place to address it. They should also inform the teacher that if their performance does not improve, capability proceedings may begin, where applicable.

## 9. Conducting annual appraisal meetings

The headteachers' appraisal meeting will be conducted by the Governing Board. To support the headteachers' appraisal, the Governors will appoint an external adviser with relevant

skills and experience. The adviser may be from the local authority, a neighbouring local authority, or an external consultant.

The Governing Board will typically delegate the Headteachers' appraisal to a subgroup of three governing board members with a wide range of experience and knowledge of the school. This will not include any staff governors.

There must also be three non-staff governors, including either the chair or vice-chair, who are not involved in the appraisal whatsoever, to enable them to sit on an appeals panel if necessary.

The Headteachers will decide who will appraise Teachers. Teachers and senior leaders are appraised by the Headteacher, support staff by their teachers, Admin team by the School Business Manager. All appraisers will be provided with appropriate training.

Appraisal meetings will take place within the teacher's, support staff or admin teams' normal working hours and will typically last for at least an 30min.

## 10. Appraisal report

Teachers will be provided with a written report of their appraisal. The report will be completed by the person who conducted the appraisal. We will use all reasonable endeavours to complete this within 5 working days. The report is on our performance management system, within Arbor.

This will include:

- An assessment of the teacher's performance against their objectives and the relevant standards;
- An assessment of the teacher's training and development needs, and the action that should be taken to address them;
- Where relevant, a recommendation on pay progression -this will be documented on a separate proforma;

There will be space in the report for the teacher's own comments.

Teachers will validate the appraisal report to say they have seen it and agree with its content. Teachers can appeal to the Headteacher, and the Headteacher can appeal to the Governing Body, if they disagree with the contents of the report and the pay recommendation it makes.

## 11. Concerns about a teacher's performance

If it becomes clear a teacher is having difficulties at any point during the appraisal period, they will be provided with additional support.

This will begin with a meeting with their line manager, where the problem will be discussed and potential solutions identified.

A performance improvement plan/support and challenge plan may be created.

The nature of the support will be based on the individual's circumstances. For example, teachers whose difficulties are linked to a long-term health condition may be referred to the Occupational Health Service.

Teachers new to the school may be given a mentor or coach.

The concerns may be of a nature that would usually involve beginning the capability procedure. In these cases, refer to our capability policy.

## 12. Confidentiality

The appraisal process and relevant documents are strictly confidential.

Only staff members who need the information in order to do their jobs will have access to the information.

Appraisal information will be anonymised when information is reported to the governing board.

Current appraisal records will be kept securely within the school Headteacher office while transfer of the documentation is made to the secure Staff Development Appraisal within Arbour platform.

## 13. Monitoring arrangements

The Governing Board will monitor and review the effectiveness of the appraisal arrangements.

The Headteacher will monitor objectives and assessments to ensure consistency.

The Headteachers will provide a report to governors regarding appraisals and termly reports to the personnel committee.

This policy will be reviewed every 3 years.

The full Governing Body will be responsible for approving this policy.

## 14. Links with other policies

This policy should be read in conjunction with our Capability and Pay policies.

The Capability policy will be used where this policy has not been able to address concerns with a teacher's performance.

It applies to all staff, not just teaching staff.

The Pay policy sets out how pay increases will be awarded, based on the results of a teacher's appraisal.

## Appendix 1 Appraisal Timeline

DATE	ACTION
June/July	Appraisal meeting held to review the previous appraisal period
First day of autumn term	Appraisal cycle begins
September – October	Discuss and set objectives, inform teachers of the standards their performance will be assessed against
31 <sup>st</sup> October	Appraisal process is completed for teachers. Deadline for appraisal reports to be sent.
31 <sup>st</sup> December	Appraisal process is completed for Headteacher. Deadline for appraisal reports to be sent
February – mid year review	Meetings held to review progress
Throughout the year	Formal and drop-in observations and monitoring take place, constructive feedback is provided